DOCUMENT RESUME

ED 101 636 HE 006 229

TITLE	Program Master Plan Summary; Gallaudet College, Including Pre-College Programs. July 1, 1973.
INSTITUTION	Gallaudet Coll., Washington, D.C.
PUB DATE	1 Jul 73
NOTE	190p.
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Adult Education; Colleges; *Deaf; *Deaf Education; *Educational Planning; Graduate Study; *Higher Education; *Master Plans; Program Descriptions; Public Policy; Public Relations; School Community Relationship; Undergraduate Study
IDENTIFIERS	Affirmative Action; *Gallaudet College

ABSTRACT

This report summarizes plans for the programs of Gallaudet College, including all its constituent units, for the period 1973-82. Following a statement of mission and priorities for 5 and 10 years, program summaries are presented covering: planning and public service, undergraduate programs, student affairs, graduate school, precollege programs, continuing education, and the business office. The Affirmative Action Program is indicated. Appendixes deal with master plans for the departments of sociology and mathematics, analysis of factors affecting undergraduate enrollments, and projected enrollments at Gallaudet. (MJM)

ED101636

PROGRAM MASTER PLAN SUMMARY

GALLAUDET COLLEGE

INCLUDING PRE-COLLEGE PROGRAMS

JULY 1, 1973

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 006 229

OFFICE OF THE VICE PRESIDENT
FOR PLANNING AND PUBLIC SERVICE

Gallaudet College
Kendall Green
Washington, D. C. 20002

2/3

FOREWORD

Deafness is a traumatic handicapping condition wherever it occurs: in the born-deaf child, in the deafened adolescent, or in the adult who gradually loses his hearing. After the best medical and restorative procedures have been obtained, education is the hope for those who have much of life still before them. But education is directly dependent upon one's facility with language and does not come easily to persons who cannot hear. In fact, post-secondary education for the deaf is so difficult that it is rarely attempted in other countries.

Not so in America. For over 100 years Gallaudet College has offered a liberal education to college-age deaf students. Well over 5,000 profoundly deaf people have received an education at Gallaudet College and are now leading successful lives in communities across the country.

The justification for a college which responds to the needs of the deaf is found in the following premises: (1) Post-secondary education leads to independence and self-sufficiency for the individual, (2) a national college extends an equal opportunity for higher education to students across the land, (3) it makes economical use of limited, valuable resources, (4) it relieves the states from investing in specialized educational programs for a variable and sparse student population, and finally (5) it offers a high quality program which accommodates the language development needs of deaf students throughout their college careers.

Gallaudet College must be sure of its mission and accountable for its performance. To this end, Gallaudet College is governed by a Board of Directors with broad geographical representation and is reviewed annually by an independent Board of Fellows. Further, the key to responsible performance, management by objectives, has been instituted in all units. This summary of the Master Plan of Gallaudet College contains statements of the major objectives of all programs and projections of their goals for five and ten years. It is, therefore, a format for service to deaf people. It is also a commitment to them and to the general public of which they are an important part.

Edward C. Merrill, Jr.
President
Gallaudet College

February 16, 1973

PREFACE

This report summarizes plans for the programs of Gallaudet College, including all its constituent units, for the period 1973-1982. These plans are expressed in terms of measurable objectives, with provision for annual evaluation of the degree of achievement of those objectives, and annual updating and revision of program plans and objectives.

Because this document is a summary, it does not include the detailed plans and specific objectives of all subunits and academic departments. These are contained in separate working documents comprising more than a thousand pages (for the undergraduate departments alone, approximately 600 pages). Master plan reports for two of the academic departments (Sociology and Mathematics) are included in Appendixes 1 and 2 for purposes of illustration.

This document was reviewed during March 1973 by the Gallaudet College Board of Directors. Simultaneously, it was distributed to the following for review and reaction:

Members of the Board of Directors of the Gallaudet College Alumni Association

Members of the College Senate

Representatives of the Student Body Government

Office of the Council of Organizations Serving the Deaf, the Conference of Executives of American Schools for the Deaf, the Alexander Graham Bell Association, the National Association of the Deaf, etc.

Selected persons in the Department of Health, Education and Welfare

Consultants

In its meeting on May 21, 1973, the Board of Directors approved the report, with minor changes to be made, for printing and submission to the Department of Health, Education and Welfare.

Development of the new master plan for Gallaudet College was begun in January 1972. During Phase I, January through May 1972, all departments and units developed program plans for the periods 1973 to 1977 and 1978 to 1982, utilizing a conventional planning approach. During June 1972, the results of Phase I were analyzed and plans made for Phase II, in which the plans were to be revised and expressed in measurable objectives. A critical path method network was prepared for the operation. It was gone over in separate meetings with the seven major unit administrators, the chairmen of the academic departments, the directors of non-academic units, and representatives of the student body. The suggestions of all these groups were utilized in improving the CPM network through which the master plan development effort was managed. Copies of the CPM network and a full description of the planning process are available.

Leadership in the development of the master plan was centered in the Office of the Vice President for Planning and Public Service. Supporting staff in the project

included the Master Plan Program Coordinator, Dr. David J. McGuinness, and the Planning Analyst, Mrs. Carol Boggs (until February 1973). These two persons, with the Vice President, constituted the steering committee for development of the master plan.

In an effort to achieve maximum effectiveness and validity in the planning operation, the College retained several consultants having expertise in specific areas. The principal consultant worked with the steering committee on a continuing basis, assisting in the development, modification and monitoring of the CPM (critical path method) networks, conducting workshops and advising the steering committee. Additional consultants were utilized for assistance to faculty and staff, as requested, in the development of measurable objectives. Three Gallaudet College faculty members with training and experience in the use of the performance objective approach to education also assisted faculty and staff, on a part-time basis, in production of measurable objectives.

Project staff, with consultants and their affiliations, are listed below:

R. Orin Cornett, Ph.D.
Vice President for Planning and Public Service
Gallaudet College

David J. McGuinness, Ph.D.
Master Plan Program Coordinator (on leave as Professor of Mathematics)
Gallaudet College

Carol J. Boggs, B.A.
Planning Analyst, Office of the Vice President (until February 1973)
Gallaudet College

J. Marvin Cook, Ph.D. (principal consultant)
Associate Professor of Education
University of Maryland, Baltimore County

Victor D. Morris, Ph.D.
Assistant Professor of Education
University of Maryland, Baltimore County

Henry H. Walbesser, Ph.D.
Associate Director of the Bureau of
Educational Research and Field Services
University of Maryland

Thomas E. Powers, Ph.D.
Associate Professor of Education and
Coordinator of Curriculum and Instruction
University of Maryland, Baltimore County

Basil S. Deming, Ph.D.
Assistant Professor of Education
University of Maryland, Baltimore County

Saied H. Jacob, Ph.D.
Assistant Professor of Educational Psychology
University of Maryland, Baltimore County

Alan B. Crammatte, M.A.
Associate Professor, Chairman of the
Department of Business Administration
Gallaudet College

Sandra S. Barnhill, M.S.
Assistant Professor of Mathematics
Gallaudet College

Richard W. Meisegeier, M.A.
Assistant Professor of Sociology
Gallaudet College

Eight special consultants were brought in on July 27, 1972, to review the CPM network in detail and examine carefully the College's plan for its long range planning effort. These individuals were selected so as to provide broad perspective and a wide variety of competencies, including the following areas: higher education generally, institutional evaluation and accreditation, the application of systems methods to educational programming, and education of the deaf. Significant changes in the CPM network and in the planning activities, particularly in the area of follow-up and evaluation, resulted from the contributions of these consultants:

Melvin H. Brasel, M.A.
Superintendent
Minnesota School for the Deaf

John Caffrey, Ph.D.
Executive Vice President
Rockland Community College
(Formerly with Systems Research Group,
Toronto, Canada)

Frank G. Dickey, Ed.D.
Executive Director
National Commission on Accrediting

Charles G. Dobbins, M.A., L.H.D.
Executive Secretary
American Council on Education

James H. Galloway, M.A., L.H.D.
(Former director of Rochester School for the Deaf)

Robert Kirkwood, Ph.D.
Executive Director
Federation of Regional Accrediting Commissions

Norbert H. Nathanson, M.A.
Director of Instructional Development
Office of the Vice Chancellor for
Academic Programs
State University of New York

Rodney V. Tillman, Ed.D.
Dean, School of Education
George Washington University

The statements of the mission of Gallaudet College and its priorities for the years ahead were developed by a special committee appointed and chaired by the President. The committee was assisted in its initial efforts by Dr. Orin B. Graff (Distinguished Service Professor Emeritus, University of Tennessee) who served as a consultant to them. Membership of the committee was as follows:

Dr. Edward C. Merrill, Jr., Chairman
President, Gallaudet College

Professor Leon Auerbach
Chairman, Department of Mathematics
Gallaudet College

Dr. Thomas Behrens
Director, Kendall Demonstration Elementary School

Mr. Edward C. Carney
Executive Director
Council of Organizations Serving the Deaf

Dean Gilbert Delgado
Graduate School, Gallaudet College

Dr. C. J. Giangreco
Superintendent, Iowa School for the Deaf

Mr. William Grant
Science Instructor
Model Secondary School for the Deaf

Professor Ausma Herbold
History Department, Gallaudet College

Dean Doin Hicks
Director, Model Secondary School for the Deaf
Dean of Pre-College Programs, Gallaudet College

Dean Thomas Mayes
Dean of Continuing Education, Gallaudet College

Miss Maryann McDermott
Instructor, Kendall Demonstration Elementary School

Dr. Doris Naiman
Director of Training
Deafness Research and Training Center, New York City

Mr. Frederick C. Schreiber
Executive Secretary
National Association of the Deaf

Dean John S. Schuchman
Dean of the College
Gallaudet College

Dr. Boyce R. Williams, Director
Office of Deafness and Communicative Disorders
Social and Rehabilitation Service
Department of Health, Education and Welfare

The firm of Hudgins, Thompson, Ball and Associates, Architects and Planners, is responsible for assisting the College in translating its program plans into physical facilities requirements and developing an updated physical plant master plan. During the refinement of the program plan, this firm will provide consultation on facilities implications of program planning decisions. It will also carry out specific planning operations, such as the installation of a computerized space inventory and utilization analysis required in developing facilities requirements. Finally, it will develop conceptual studies of future buildings, and modifications to existing structures, and will develop a revised campus plan to be completed by October 30, 1974.

R. Orin Cornett
Vice President for Planning
and Public Service

June 1, 1973

TABLE OF CONTENTS

Introduction	A-1
Mission Statement	B-1
Priorities for Five and Ten Years	C-1
Program Summaries	
Planning and Public Service	D-1
Undergraduate Programs	E-1
Student Affairs	F-1
Graduate School	G-1
Pre-College Programs	H-1
Continuing Education	I-1
Business Office	J-1
Affirmative Action Program	K-1
Appendixes	
1. Master Plan - Department of Sociology	L-1
2. Master Plan - Department of Mathematics	M-1
3. Analysis of Factors Affecting Undergraduate Enrollments at Gallaudet College	N-1
4. Projected Enrollments at Gallaudet College	O-1

INTRODUCTION

From its beginnings in 1856 when a handful of deaf pupils were provided emergency accommodations and instruction on a farm belonging to Amos Kendall, Postmaster General of the United States, the institution now known as Gallaudet College has emerged as the capstone of education of the deaf, the world's only liberal arts college devoted specifically to the deaf.

The College is responsible for seven major programs:

1. The liberal arts and sciences undergraduate program offers majors in more than twenty subject matter fields.

2. The Graduate School offers full-time two-year programs leading to the following: Master of Arts degree in education of the hearing impaired; Master of Arts degree in counseling the hearing impaired; and Master of Science degree in Audiology.

3. The Model Secondary School for the Deaf (Public Law 89-694) serves five states and the District of Columbia. It is operated by the College under the terms of an agreement with the Department of Health, Education, and Welfare.

4. The Kendall Demonstration Elementary School (Public Law 91-587) serves primarily the Washington metropolitan area.

5. The Gallaudet College Center for Continuing Education is now serving the needs of the adult deaf population in the national capital area and demonstrating the manner in which these needs can be met throughout the United States.

6. The Gallaudet College Public Service Program responds to a wide range of requests from deaf and hearing people, parents, organizations, and institutions who are working with and for the deaf.

7. Gallaudet College has, as always, a firm commitment to research on deafness and those problems which impede the progress of deaf people toward their full potential.

As the College's array of programs of education for the deaf have been broadened and expanded, its programs of services to the deaf, their families and the schools and professionals serving them have also been expanded and extended. In developing its new master plan for further improvement and extension of its programs the College has restudied and reshaped its understanding of its mission, its purposes, its priorities and its specific objectives. The results are summarized in the sections which follow.

The future of Gallaudet College will continue to be shaped by the evolving pattern of the needs of the deaf and those who serve them. In recent years, in accord with the recommendations of the Babbidge report[1], approximately forty post-secondary educational institutions have initiated special programs or services for the deaf. About thirty are presently continuing these programs and services. In planning its own future Gallaudet College staff felt the need for a study of the experience and probable future of these complementary and supplementary programs. Through a contract with the Deafness Research and Training Center of New York University, such a study was carried out (see Appendix 3, Section N). The evidence in this study and Gallaudet's own projections of the need for higher education for the deaf indicate that it will probably reach in the mid-1980's the following pattern of enrollments:

undergraduate and preparatory	1500
graduate	300
Model Secondary School	600
Kendall Demonstration Elementary School	300
TOTAL	2700

In addition, it is anticipated that enrollments in the Continuing Education program will grow substantially beyond the current figure of 500 enrollments per semester.

A projection of Gallaudet College enrollments at the preparatory and undergraduate levels is given in Appendix 4, beginning on page O-1.

---

[1]Education of the Deaf, A Report to the Secretary of Health, Education, and Welfare by his Advisory Committee on the Education of the Deaf, Homer D. Babbidge, Jr., Chairman, February 11, 1965.

MISSION STATEMENT

The concept of mission concerns itself with identity and the determination of direction. Mission is both goal and ongoing process. Although never static or complete, it provides the coherence necessary in the life of an institution. A statement of mission or purpose provides the essential basis for making decisions; it underscores institutional validity; and it lays claim to that support due the institution as an agency of society. An institution must examine carefully its mission -- its identity, its values, and its priorities -- for its own survival, but more particularly as a measure of its contribution to the society in and for which it exists.

This statement of purpose for Gallaudet College is an expression of its reason for being. It is an examination of need. It is a statement of values. Most of all, it is a basis upon which decisions can be made regarding future direction, the allocation of resources, and the determination of effectiveness.

What Gallaudet College is, what it has been, and what it will be are inextricably related to the needs and aspirations of people who are deaf. Gallaudet College does not exist for its own sake but rather as a means toward an end. It is an instrument which, in global terms, endeavors to improve the quality of life for people who are deaf, to increase the participation of deaf persons in the larger community, and thereby to enrich the common experience of man.

It is eminently clear, however, that Gallaudet College cannot and should not endeavor to meet all the needs of all deaf people. Institutional strength and quality of service lie in a concentration of effort and resources. The College cannot substitute for such other social institutions, for example, as the family or the church, in the development of people who are deaf. By its unique character, however, and through its diverse yet complementary components, Gallaudet is in a particularly advantageous position to supply a wide range of assistance to deaf persons and to those working with and for the deaf through instruction, research, and service -- areas long recognized as the broad functions of education.

Gallaudet College was established in 1864 by an Act of Congress for the purpose of providing a liberal, higher education for deaf persons. Though it remains today the only liberal arts college in the nation (and in the world) devoted exclusively to the deaf, Gallaudet increasingly has been confronted by enlarged opportunities for service and has been pressed by need to assume broad responsibility in its work for the advancement of deaf persons. A private, nonprofit corporation supported, in large part, by Federal aid, Gallaudet College is composed of five program elements and has responsibility for two demonstration schools:

Gallaudet College

1) Liberal arts and sciences undergraduate College

2) Graduate School;

3) Center for Continuing Education;

4) Public service and extension programs;

5) Research operations across a broad spectrum of areas related to deafness, speech and hearing.

Model Secondary School for the Deaf (public law 89-694);

Kendall Demonstration Elementary School (public law 91-587);

In its report to the Board of Directors of the College, in May, 1970, the Committee on the Role and Function of Gallaudet College recommended:

> Gallaudet College -- because of its unique history, location, resources, and identification with the deaf -- should become a multi-purpose educational institution. The major goals of Gallaudet College over the next five to ten years should be to develop instructional, service, and research programs which will be aimed at meeting a broader range of educational needs of deaf persons.

Responding to this charge and to the growing pressure of need, the College has moved to become truly multi-purpose, much as a land-grant institution which meets a variety of needs for its constituency.

Broadly stated, the mission of Gallaudet College is to serve deaf persons through the provision of appropriately designed educational opportunities; through the training of teachers and other professionals; and through its strategic position as the capstone of educational opportunity for the deaf, to provide a maximum of leadership, inspiration, and exemplary service to institutions, organizations, and individuals serving the deaf. A global statement of mission is meaningful, however, only as it is translated into more specific goals and objectives designed to enable the College to fulfill its mission. These goals have to do not only with future activities or changes in direction, but also with a statement of present and continuing efforts. All are stated, however, under two basic assumptions:

1) the disability of deafness does not reduce the intrinsic worth of a person;

2) the College's obligation is to permit the individual with a severe hearing loss to develop to his full potential through the provision of an educational setting specifically designed to enable him to compensate for his handicap.

There are at Gallaudet College five principal areas in which the mission of the College can be expressed by the setting of goals and the outlining of activity

options. These interests are common to education and differ in their expression at Gallaudet only in terms of the uniqueness of the education, research and service needs of the deaf population the College was established to serve. These areas of concern are:

1) Student development

2) Professional development

3) Research

4) Service

5) Stewardship

It is around these areas of concern that the College mobilizes its programs and activities.

STUDENT DEVELOPMENT

Position Statement

Gallaudet College in all its instructional components (throughout this statement the components of Gallaudet College are considered to be the Preschool, the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, the undergraduate liberal arts College, the Graduate School, and the Center for Continuing Education) is committed first to the *continuing development of the individual student -- the enlargement of his fund of knowledge and his intellectual growth; an increase in his awareness of and participation in the larger society; and the creation of conditions which allow the student to move toward self-fulfillment.* This commitment to individual student development expresses itself in the following kinds of supporting activities.

Activities

1) The student at all levels in all components will be offered a wide variety of learning experiences and instructional options appropriate to his needs and abilities. Such experience options may include but should not be limited to the following: lectures, research projects, learning packages, team teaching, tutorials, seminars, field trips, individualized instruction, field work practicum, instructional materials centers, large and small group interaction, modular scheduling, modular instructional units, programmed instruction, minimesters, semesters abroad, satellite classes under a consortium arrangement, or Gallaudet classes held in nearby institutions or agencies.

At the same time, in any instructional component of the College students will be given the benefit of mediated instruction including but not limited to

the following: games and simulation, computers, dial access, electronic laboratories, films (still and motion), microfilm, mobile units, museums and planetariums, television, and transparencies.

2) Curricula at all levels in all components must be structured to include significant interaction with the larger society. Such interaction can include but should not be limited to the following: study or action projects designed for particular social problems or concerns; cooperative student-faculty exchanges with other schools, institutions, organizations or agencies; internships and cooperative service activities focused on needs of the metropolitan Washington area in which the College is located; significant interaction with the larger deaf community through greater participation in activities of deaf organizations and schools and by inviting deaf persons, organizations, and schools to participate in activities on Kendall Green; periodic activities such as programs, exhibits, seminars, discussion groups, panels, and lectures by well known experts in various fields, with a view toward understanding larger social issues.

3) The College in all its instructional components is aware of its responsibility in the humanistic dimension of student development. It is committed at all levels to providing an environment that encourages growth toward self-fulfillment. The sine qua non of such a setting is unhampered communication which permits a variety of free interaction between the student, his peers, and other members of the campus community. Personal growth is further encouraged through the provision of student services or activities such as health care; vision conservation; counseling and mental health programs using various techniques; vocational assessment and guidance; a variety of living facilities and arrangements reflective of student life and needs at differing stages of development; intramural and intercollegiate athletics; social and special interest groups or clubs; and social and cultural affairs across a broad spectrum of interests.

Participation and practice in decision making is another important element of student development to be supported at Gallaudet. Early in the student's experience in all the instructional components of the College the student must be given opportunities to participate at a level appropriate to his development in those decisions which affect him through such means as student advisory committees; student organizations; student body government; student union; senate; and course, curricular and teaching options and evaluations.

To assure that the programs at Gallaudet College continuously reflect the stated position of the institution in the area of student development, the following objective is acknowledged.

Objective

By July 1, 1973, the College at all levels will have examined its courses, curricula, extra curricular activities, and campus milieu with a view

toward increasing the variety of learning experiences and instructional options available to the student; for the purpose of maximizing the benefits of educational technology; with the intention to develop mechanisms to insure that the College, its students and its programs are increasingly a part of the mainstream of society; and with the idea of creating and maintaining a social and emotional environment calculated to encourage the student to develop toward his maximum potential. It is expected that at the end of this examination process (July, 1973) appropriate programs will have been proposed by each unit for implementation within a three-year period. It is contemplated that at this same point in time (July, 1973) initial outlines will be available for suggested programs to be implemented within five to ten years.

PROFESSIONAL DEVELOPMENT

Position Statement

As a part of its commitment to special services adapted to the needs of the hearing impaired individual, the College in all its components has a *commission to enlarge the pool and to raise the level of competence of persons working with and for the deaf.* Personnel in areas related to deafness, speech and hearing are involved in a vocation requiring highly specialized knowledge and continuous and intensive study. It is entirely appropriate that the programs and activities taking place on Kendall Green be pointed toward the additional goal of professional development. When operative as appropriate in each College component, an active effort toward professional development will have multiple benefits for the deaf individual everywhere at all levels of development. The College commitment to professional development expresses itself in the following kinds of activities.

Activities

Undergraduate and graduate curricula will be structured to meet the need for specific kinds of trained personnel. In various components of the College, on-campus workshops, conferences, and institutes can be offered for skill upgrading. Instructional aids such as magnetic tapes, movie and filmstrips, printed materials, and learning packages, for example, will be prepared for wide distribution in subject areas relevant to the needs of teachers, counselors, and other personnel. Internships, personnel exchanges, and cooperative projects between the various components of the College and other institutions, agencies, organizations, and schools for the deaf can be planned for both the upgrading of external professionals and for the growth of the faculty and staff member within the College itself. Through its different components the College will sponsor at various sites conferences, workshops, exhibits, forums, and discussions to serve staff from a variety of agencies, organizations and institutions offering

services to the deaf. Interaction with and participation in professional associations is essential; and faculty and students should be encouraged to take part and to assume leadership where appropriate. Also, the College can strengthen its efforts in professional development through obtaining not only the necessary but also the desirable forms of certification and accreditation.

The "model" principle is essential for fulfillment of the institutional commitment to professional development, and it must be an integral part of program activities at Gallaudet College in all its components.

Some College components have the idea of "model" embodied in their names; but the "model" concept is meant to be operative in all areas of the College. It is one of several natural activity expressions in the educative process, with particular emphasis in this instance on the training and equipping of qualified, effective workers in areas related to deafness, speech and hearing.

The "model" principle at Gallaudet is not that of an ideal situation operating under closely controlled conditions in a hothouse environment -- a phenomenon to be observed from a distance and transported in toto to another setting. The "model" is a working laboratory of changing participants, with the consumer involved in the development of both idea and program. The "model" is participatory and interactive in nature rather than remote and observational. It is a constant flow of people and participants in and out at every level in many activities - a vibrant situation not a transient one. The "model" not only allows but plans for and encourages participation in process -- an experience mutually beneficial both to the resident and the external professional. Each sees in a new way the problems of another setting and can structure his learning experiences to be more relevant; each is, as a result, equipped with tools he has learned to use and to adapt to his particular need.

To assure that the programs at Gallaudet College continuously reflect the stated position of the institution in the area of professional development, the following objectives are acknowledged.

Objectives

1) By July 1, 1973, the various components of the College will have examined their programs and activities in relation to the most critical needs already expressed both internally and externally for professional development, identifying those areas which can be readily adapted for inclusion in a campus-wide effort toward professional development. It is expected that this examination in each unit will result in programs proposed for implementation within a two-year period.

2) By January 1, 1974, in a cooperative effort by all components of the College, a survey of projected future needs in areas of professional development will be completed.

3) By July 1, 1974, proposed activities, courses, programs, and curricula should be developed where appropriate for a coordinated, campus-wide effort in professional development for implementation in the period from July, 1974 to July, 1978.

RESEARCH

Position Statement

The problems created by deafness range from those very technical, medically related problems surrounding the conditions which cause deafness, to personal problems of self-perception and self-adjustment, to problems of employment and productivity, and, finally, to problems of social acceptance and adjustment, including those problems created for the deaf by a world of persons who hear. A significant amount of research has been done on Kendall Green over a period of years, and the College intends continuing contributions to needed research in areas related to deafness, speech, and hearing. It is appropriate, however, that the College focus its research efforts on specific problem areas in deafness which can be dealt with best in the College setting, especially the resolution of problems encountered by deaf individuals and deaf students in particular. Gallaudet College in all its components affirms its commitment to research in a climate of concern for the deaf individual.

Activities

Appropriate research projects at Gallaudet College might well be concentrated on the learning processes of the prelingual deaf, cognition, special adjustment problems of the deaf (including the deaf adult), attitudes of the hearing population toward the deaf, studies to find the optimum needs of communication at various age levels, the visual environment for communication in learning, the manner in which simultaneous modes influence classroom communication, and longitudinal studies of deaf persons from birth to retirement. The College is an appropriate setting for the evaluation of curriculum patterns, materials, text books, instructional television programs, computer assisted instruction, and other educational media. Research activities might also include an examination of the appropriateness of the current program to each type of hearing impaired student that it presently serves.

Research on areas related to deafness, speech and hearing can be done most effectively in cooperative relationships and interaction among the various components of the College and between the College and other institutions and agencies, both national and international, doing research related to deafness. Efforts should be undertaken to describe additional areas of needed research, to identify research projects already underway on deafness, to point up relationships between

and among research efforts, and to devise ways in which the results of research efforts can be disseminated and used. Initial program designs for research should include a variety of means for circulating the results of the research effort.

Research aimed at solution of specific problems in the areas of student development, professional development, service and stewardship should provide a basis for continuing improvement and increased effectiveness in the achievement of goals in all these areas.

Objectives

1) By January 1, 1974, a study of research needs in areas related to deafness, speech and hearing will be completed and a proposed list of research priorities for the next ten years for the College in all its components will be prepared.

2) By July 1, 1974, a review of the structure for research throughout the entire College will be completed with recommendations proposed for coordination and support of an on-going, campus-wide research effort.

3) Implementation of the plan for coordination and support of an on-going, campus-wide research effort will be complete by January 1, 1975.

SERVICE

Position Statement

The demands for service made by society on educational institutions increase constantly; and Gallaudet College is not exempt from these growing expectations. Indeed, the uniqueness of its mandate creates specialized demands from a wide variety of areas related to deafness, speech and hearing. There can be no doubt that from its very birth the College has been, and must continue to be, a service institution. Gallaudet College in all its components affirms its identity as a multi-service institution, and commits itself to *coordinated programs of service on a local, national, and international basis to those publics where needs are acute in the areas of deafness and education of the deaf.* Institutional commitment to service may be expressed in activities including, but not limited to those following.

Activities

Service and extension programs vary widely, as do the needs of those requesting service. Valid service areas for the College in its components include services to agencies and institutions working in the field of deafness; the deaf community and its organizations; families with hearing-impaired children and other relatives; and the general public.

Agencies, institutions, and organizations working in the areas related to deafness, speech and hearing are in need of various kinds of technical assistance on a local, national, and international basis. Such assistance will be provided

through visiting teams of college faculty and staff, through specialized research and demonstration projects, through consultative and advisory assistance, and through the distribution of printed materials and specialized publications. The College should work cooperatively with others in the field to provide critical evaluation of prevailing practices related to deafness, speech and hearing and should function, along with others, as an advocate and a catalyst for change in needed problem areas.

The College should also provide direct and indirect service to deaf people, both locally and at large. Such services will include but should not be limited to such items as adult education classes, personal counseling, hearing and speech evaluation, cultural enrichment opportunities, "hot line" and news services, speech conservation assistance, vision conservation, instruction in the use of the telephone and teletype equipment, communication skills training, and interpreting services. The College is in a particularly advantageous position to accumulate and distribute to deaf persons and organizations printed material such as literature and book lists, facts on equipment and training aids, pamphlets, original articles, and reprints of articles of interest to deaf persons.

Families of the hearing-impaired form a large part of those requesting services. Services which should be provided for relatives of deaf persons include orientation to deafness, hearing and speech evaluation services, vocational counseling on future job markets, school placement assistance, resource information for deaf children and adults, genetic counseling, information on various aspects of deafness, summer activities, communication skills programs, and printed materials especially directed to the needs and concerns of families who have deaf relatives. Especially helpful would be the offering to parents of a correspondence course designed to present factual information without prejudice.

The College has a responsibility also to provide service to the general public. The primary service to be provided is information; and Gallaudet College should be a reliable, timely respondent to the many requests coming from the general public for data on deafness and education of the deaf. The College in all its components should provide informational and educational services to the public concerning potential effectiveness of deaf people, with special emphasis on their rights as citizens and individuals. Many more doors closed to the deaf by public ignorance need to be opened. Prejudice in application of the law, in business, in civic affairs, and on social occasions must be eliminated. To give direction to institutional efforts of public service, the following objectives have been set.

Objectives

1) By July 1, 1974, the various components of the College will have examined their programs and activities in relation to the most critical needs for service and extension programs and will have developed a proposal for a program of coordinated campus-wide effort in public service. The initiative for stimulating and coordinating this effort is assigned to the Office of the Vice-President for Planning and Public Service.

2) It is expected that the mechanisms for continuing operation of this program will be implemented by January 1, 1975.

STEWARDSHIP

Position Statement

Essential to the success of an institution is the element of stewardship -- the careful use of resources to the best possible advantage. As an agency of society, Gallaudet College is entrusted with human, financial, and physical resources which must be managed prudently so as to accomplish its task of educational services for deaf people. Inherent in the concept of stewardship is the idea of accountability and a purposeful rather than casual approach to administration. The College in all its components is committed to the principle of *service through management structures intentionally designed to mobilize and direct effectively the available resources.* This imperative for stewardship and accountability has varied activity implications in the areas of administration or governance; finance; and planning and evaluation.

Activities

Governance or management is nothing more nor less than the organization of people for work -- the coordination of effort; and it is a necessity that the administrative process of the College in all its components be a team effort. Academia and administration must work together in a united effort toward a common goal. These two elements cannot be separated without damage to the whole; and structures for a new degree of cooperation and interaction should be developed. Effort must be made to insure that those affected by institutional decisions in all the components of the College have an opportunity to express their views on a matter before the final decision is made. Faculty, students, the deaf community, and others concerned should participate in the decision-making process at all levels through mechanisms already available and through the creation, where appropriate, of new channels of communication. Throughout the College, decision making should be decentralized to the greatest extent possible so as to increase involvement and to share the commitment of service to deaf people.

In matters of finance, accountability starts with responsible budgeting and spending practices. Demands for accountability are in reality demands for specific objectives and demonstrable results; and budgets must be planned so that objectives, programs, and the allocation of resources are clear. Responsible management requires total resource accounting. All resource expenditures (human, financial, and physical) need to be accounted for by program function as well as by object class or line item. The latest in management information systems should be employed so that the complete and integrated analysis necessary for total resource accounting can take place.

Planning and evaluation are the alpha and omega of accountability. College structures at all levels must result from design, not simple expediency. Planning must be an on-going process with continuing interface at all levels between the academic program, the facilities plan, and the fiscal implications. Effective planning requires an awareness of and responsiveness to external and internal pressures for change, all the while maintaining integrity of purpose as a unique service institution for deaf people. Planning includes attention to the mutual impact of College programs on the activities of government agencies, organizations, and institutions in the field of deafness, speech and hearing, and consideration of the nature of the relationship to be sustained in the various efforts between the College and other agencies. Planning means constant self-study, the collection of a substantial data base, and the use of computer technology for analysis and prediction. Planning, however, is incomplete without evaluation. The unwillingness to evaluate institutional efforts at all levels with reference to objectives, effectiveness, economy, or equity, sabotages institutional accomplishment. Mechanisms for evaluation must be built into program design from the beginning.

To assure that a posture of responsible stewardship is maintained at the College in all its components, the following objectives are acknowledged.

Objectives

1) By July 1, 1973, the College in all its components will have examined its mechanisms for administration and will have developed proposals for cooperative administrative relationships and increased involvement in the decision-making process at all levels. It is expected that the implementation of these proposals will be complete by January 1, 1974.

2) By July 1, 1974, the College in all its components will have examined its programs and operations with a view toward determining specific objectives and planning for necessary resources -- human, financial and physical. It is expected that this planning process will result in program proposals to be implemented over the next ten years.

3) In a continuing effort to maximize human resources, the College in all its components will study its employment practices and will develop a plan for affirmative action designed to eliminate any discrimination in employment and to create positive conditions for cooperative effort. This plan, to be developed by July 1, 1973, is expected to be implemented over a five-year period.

4) By July 1, 1974, the College in all its components will have studied its planning structures and will have formulated a proposal for a continuing, campus-wide coordinated planning effort. It is expected that this proposal will be implemented by January 1, 1975.

5) The College will examine the need for and the implications of the evaluation of educational output. This study will result in the preparation of a proposal by July 1, 1974, for developing techniques for meaningful evaluation. It is expected that this proposal will be implemented over a ten-year period.

PRIORITIES FOR FIVE AND TEN YEARS

Five principal areas of concern have been identified in the Mission Statement as the basis for Gallaudet College's programs and activities. These are:

1) Student Development

2) Professional Development

3) Research

4) Service

5) Stewardship

Of these five areas, two may be described as direct or primary goals (student development and service). The other three are derived or secondary goals, in that their attainment is supportive to the achievement of the primary goals. Stated another way, student development and service are ends in themselves. Professional development, research and stewardship are means by which the ends are achieved.

Highest priorities for the immediate future should be assigned to those areas in which the investment of effort and resources will yield the greatest increments in the primary goal areas. For example, although student development will always be the most <u>important</u> of the five principal areas of concern, it might be best at a given time to assign a greater immediate priority to research. This would be the case if it were thought that student development could not be increased significantly by application of greater effort and resources to it until research was carried out to find the answer to specific problems which were limiting student development.

It should be emphasized that by priority we mean the order of preference in the distribution of <u>discretionary</u> resources, beyond the requirements of support of normal effort.

Another consideration relating to priority assignments has to do with availability of resources. A high priority may be justified for an area rated third or fourth in <u>importance</u> because the circumstances are such that resources can be obtained for that area more easily at a given time.

At present there are some unanswered questions about the education of the deaf and about the instructional process at Gallaudet College. Enough is understood about areas of possible improvement, however, to justify the assumption that student development, which is the most important of the five goal areas, should also be the area given the highest priority during the next five years.

The changing climate in which appropriations for the College are requested, justified and adjusted, make it probable that only through an increased level of accountability and stewardship can the College expect to secure the resources required for adequate efforts in areas 1), 2), 3) and 4). Therefore, stewardship is listed as second only to student development in priority for the next five years.

At this point there is little evidence on which to base a choice of levels of priority among research, professional development and service. The College has greatly expanded its service programs in the recent past. The momentum developed in public service programs and continuing education must be expanded. Deaf education is sorely in need of increased numbers of highly qualified professionals and professionals already in the field need the leadership Gallaudet can contribute.

For the five years immediately ahead, professional development and service should be assigned equal priority ratings, after student development and stewardship.

The organization of research at Gallaudet College, the establishing of priorities for research, and a systematic plan for the funding of research should be given emphasis during the immediate future. Once the direction and organization of research are clarified, possibly within one to three years, it should be advanced to the first or second level of priority and given support for major expansion. By that time, presumably, appropriate directions for application of effort in student development will need further clarification through research on clearly defined problems.

In summary, if priorities are defined as ordering the levels of application of discretionary resources (beyond that required for maintenance of current effort), they should be as follows for the next five years, assuming that annual review does not warrant a change:

1) Student Development
2) Stewardship
3) Professional Development
4) Service
5) Research

For the period five to ten years hence, the order of all except student development should be approximately inverted, as follows:

1) Student Development
2) Research
3) Professional Development

4) Service

5) Stewardship

It should be clear that the placing of stewardship last in this period implies that by the end of the first five years, stewardship and service will be at a high level, and will require only a maintenance effort. Research and professional development will require and justify maximum expansion of effort, after student development, which will still justify first priority.

The priority listing should be reviewed each year and revised as justified by the progress made and by the circumstances at the time. For example, if within one or two years plans and needs for research are clarified, it should be moved up in the order of priorities.

PROGRAM PLAN SUMMARIES

Sections D through J are the master plan summaries of the seven major units of Gallaudet College, whose chief administrative officers report directly to the President. They are as follows:

Planning and Public Service	Section D
Undergraduate Programs	Section E
Student Affairs	Section F
Graduate School	Section G
Pre-College Programs	Section H
Continuing Education	Section I
Business Office	Section J

MASTER PLAN REPORT

Office of the Vice President for
Planning and Public Service
(OVPPS)
R. Orin Cornett, Vice President

This office has three basic responsibilities: Coordination of the College's overall planning activities, administrative supervision of the offices of Alumni and Public Relations, Development, and Public Service Programs, and liaison with architects, the National Capital Planning Commission and those District of Columbia agencies having jurisdiction over various aspects of the College's construction plans and activities. Its program plans for the next ten years will be summarized under four headings: Planning, Alumni and Public Relations, Development, and Public Service Programs.

I Planning

Purpose

Long-range planning is the process by which an institution attempts to pursue its own destiny in accord with its recognized purpose. The purpose of the planning function in the Office of Planning and Public Service is to lead the College and its various units to plan effectively and efficiently.

The planning process should involve in the development of goals and objectives not only those responsible for achieving those goals but, insofar as possible, all those instrumental in their achievement or affected by their implementation. The planning process should identify goals and objectives which can be stated in measurable terms, and should include schedules for the evaluation of results and for the revision and updating of plans.

Objectives

1. Development and updating of the College master plan, including program plans for the next ten years expressed in measurable terms and a physical plant master plan, in accord with the following schedule:

   a. By July 1, 1973, the OVPPS will have completed a program master plan for fiscal years 1974-1983, expressed in terms of measurable objectives and including plans for evaluation of achievement of those objectives.

   b. By October 1, 1974, the OVPPS will have completed an updated long-range physical plant master plan for the campus, including conceptual studies of future buildings and plans for renovation and modification of existing buildings, as needed, and will have a physical model available for exhibit.

c. Minor modifications in both program and facility master plans will be updated by OVPPS as necessary by July 1 of each year. The plans will be fully updated in 1978 and 1983.

2. Development and use of computer simulation and other models for use in planning and decision-making in the various units and for the College as a whole, as follows:

a. By July 1, 1973, each major unit will have developed a PLANTRAN II model for use in long-range budget projection, with the assistance of the OVPPS and the Business Office.

b. By July 1, 1974, the models of each major unit will have been combined by OVPPS and the Business Office into a budget projection model for the College in which the impacts of the various units on each other's requirements, both total and incremental, will be reflected in the model.

c. By July 1, 1975, the overall College model will be expanded by OVPPS to include, in addition to budget projection, space utilization and space requirements projection models.

d. By January 1, 1976, OVPPS, in cooperation with the Business Office, will have completed and implemented a basic program planning-budgeting system, utilizing PLANTRAN II models for computer simulation in planning and budget projection.

e. By July 1, 1978, OVPPS will have led the College in an overall evaluation of PLANTRAN II and a decision as to whether to continue it or utilize some other planning model.

3. Development of a program of institutional self-studies designed to facilitate and support planning decisions and budget requests, as follows:

a. By July 1, 1975, the OVPPS will have completed plans for and initiated a program of institutional studies in cooperation with the other major units.

b. By July 1 of the years indicated, the OVPPS will have completed institutional studies in the areas of alumni (1976), student backgrounds (1977), student achievement (1978) and cost effectiveness (1979), in cooperation with other units.

4. Development of a computerized data base adequate for the College PLANTRAN II simulation model and for special studies, as follows:

a. By July 1, 1974, OVPPS will have developed tentative plans for the data base to serve all units.

b. By September 1 of the years indicated, the data base will include desired data on College personnel and facilities (1975), alumni and students (1976), organizations and agencies (1977), persons working with the deaf (1978), special programs for the deaf (1979), and on all programs carried on by the College (1980).

5. Beginning July 1, 1973, the OVPPS will include in its activities during each fiscal year the furnishing of materials, ideas, suggestions, and assistance to the various units in an effort to be of help to them in planning and evaluation. Specifically:

a. During the period July 1, 1973 to July 1, 1974, arrangements will be made for at least four professionals in the area of planning and evaluation to speak at meetings of representatives of the units, and for personnel of the College to attend and participate in at least four meetings or conferences elsewhere.

b. Each year thereafter OVPPS will arrange for at least two professionals in the area of planning and evaluation to appear at meetings of representatives of the units, and for participation by College personnel in at least two conferences elsewhere.

c. By July 1, 1977, the OVPPS, in cooperation with other units, will have developed a plan for putting together into an overall assessment of institutional effectiveness the results of evaluation activities within the various units.

6. Beginning with the preliminary budget request for FY 1976, the OVPPS will initiate the budget development cycle. The various units will prepare budget requests and supporting narratives developed in specific relation to the measurable objectives of the master plan, and the latest available priorities. The OVPPS will collect these and combine them into the initial draft of the budget request, writing the general statement and supporting narrative, for submission to the President, with recommendations for adjustment to increase conformity to the master plan and current priorities.

7. To plan and arrange for construction of needed new facilities and major renovations of existing facilities, in accord with program plans, as follows. Since the activities listed are recurring, they cannot be described in specific terms as to date.

a. At the beginning of the budget planning and appropriation buildings for which planning or construction funds are needed for that fiscal year, will determine the amounts needed and the priorities to be assigned, and will assist the Business Office in preparation of supporting justifications and in revision of the requests at each stage of the budget cycle.

b. Whenever construction planning funds are made available, the OVPPS will take the responsibility for organizing the process of selection of an architect and will assist the Business Office and the Office of the President in negotiation of a contract with the architect.

c. The OVPPS will involve all appropriate persons and groups in the planning of each building and provide liaison for the College with the architect, the National Capital Planning Commission and all District of Columbia agencies having jurisdiction.

d. When construction funds are made available for a specific building or group of buildings, OVPPS will work with the architect and the appropriate agencies in preparing the bid package, planning for pre-bidding and other conferences.

e. Once a construction contract is let, OVPPS will provide liaison with the architect, contractor and others during the construction process.

8. To evaluate periodically the progress of the OVPPS and its sub-units in achievement of their objectives and to utilize such evaluations in updating of plans and objectives, as follows:

a. By January 31 of each year, the OVPPS will complete a report on the progress of each of its sub-units toward achievement of each objective specified for completion in the current fiscal year, on measures which should be taken to insure their completion, and on objectives which should be eliminated or modified.

b. By September 1 of each year, each of the OVPPS sub-units and the OVPPS itself will prepare an annual report which will list all objectives scheduled for completion during that fiscal year and progress made in relation to those objectives.

9. To develop policies and procedures for coordinating activities in specific areas, as follows:

a. By September 1, 1973, the Vice President for Planning and Public Service will initiate discussion with the Dean of the Graduate School, the Dean of Continuing Education, and the Business Manager concerning fund raising and grant management policy. Recommendations will be made to the President by July 1, 1974.

b. By August 1, 1973, the Vice President for Planning and Public Service will initiate discussion with the Business Manager, the Dean of Pre-College Programs, the Dean of Student Affairs, and the Dean of the College on ways to better coordinate facilities planning, construction, utilization and service. Recommendations will be made to the President by July 1, 1974.

c. By July 1, 1973, the Vice President for Planning and Public Service will initiate discussion with the Business Manager, the Dean of Pre-College Programs, and the Dean of the College concerning the relationships between budgets, budget projections and program budgeting. A progress report will be made to the President by July 1, 1974.

II ALUMNI AND PUBLIC RELATIONS

Purpose

The Office of Alumni and Public Relations is designed to describe, interpret, and support the program of Gallaudet College, with the assistance of the Gallaudet College Alumni Association Board of Directors. It is the function of the Office of Alumni and Public Relations to translate the activities of the College into terms that will win the attention and appropriate support of its various publics -- i.e., the College community itself, the alumni, the deaf community at large, professionals working with the deaf, the Congress of the United States, parents of hearing-impaired children, and the general public.

In the Office of Alumni and Public Relations there are three major program areas: Alumni Relations, Public Relations, and Youth Relations.

ALUMNI RELATIONS

Purpose

Alumni relations efforts in the Office of Alumni and Public Relations have two broad goals:

a. Administration of the affairs of the Gallaudet College Alumni Association and of its related committees.

b. Involvement of the Alumni Association in Gallaudet College programs and in the interests of the wider deaf community.

The commitment to the College alumni expresses itself in the following activity objectives.

Objectives

1. By November of each year, 80% of the graduating seniors (of the preceding year) will have received a personal invitation to become a member of the Gallaudet College Alumni Association.

2. A reunion will be planned by the Director of Alumni and Public Relations to be held in Indianapolis, Indiana, in June 1973, in cooperation with the Indianapolis Chapter. Another will be scheduled on Kendall Green in June 1975 and one every three years thereafter.

3. By November 1973, the first volume of THE GALLAUDET ALMANAC will have been published. Following publication of Volume I of THE GALLAUDET ALMANAC, work will begin on updating Volume II with a publication date set for June 1975. Subsequent editions are to be published every five years thereafter.

4. The Director of Alumni and Public Relations will cooperate with the Vice President's Office in planning the use of the public sector of the campus (College Hall, Kendall Hall, Chapel Hall, and Dawes House). It is anticipated that planning should be completed by January 1975.

5. By April 1975, the Director of Alumni and Public Relations in cooperation with other College departments will have planned and instituted an annual Charter Day program on the campus. This program will involve an awards program, a cultural program, a learning institute, workshops, or lecture series.

6. By September 1976, the alumni information in the computer will be expanded to include degree, major, and current occupation of 80% of our alumni.

7. Starting in June 1976, the Director of Alumni and Public Relations and the Gallaudet College Alumni Association Board of Directors will conduct the election of the Board for the first time on a national ballot-by-mail basis. This system will be used for electing Gallaudet College Alumni Association Board of Directors every three years thereafter.

8. The Director of Alumni and Public Relations will see that the Chapter Directory is maintained and updated on an annual basis.

9. By June 1976, the Alumni House Committee working with the Director of Alumni and Public Relations and the Director of Development will have developed plans for raising the remainder of the $1.5 million goal needed for construction of the Alumni House.

10. The Director of Alumni and Public Relations will publish the Gallaudet Alumni Newsletter eight times a year from October to June.

PUBLIC RELATIONS

Purpose

As the world's only accredited liberal arts college for the deaf, Gallaudet College has an obligation to acquaint as many people as possible with our College program and the achievements of our alumni. An aggressive well-rounded public relations program is necessary to achieve this goal. Public Relations involves the following areas: (1) News Service and Sports Information Bureau, (2) Publications, (3) Visitors Bureau, (4) Diffusion Center, (5) Cultural Affairs, and (6) Speakers Bureau.

Objectives

News Service and Sports Information Bureau - On an annual basis the office will have prepared news releases on at least 85% of the important developments taking place during the year.

Publications

1. By February 1973, the Director of Alumni and Public Relations after consultation with College units mailing out substantial amounts of printed matter, will have presented to the President's Cabinet a policy governing all printed material mailed from the campus under the name of Gallaudet College. This policy shall be implemented immediately on its approval by the Board of Directors.

2. By January 1975, the Office of Alumni and Public Relations will have a program to assist all departments in preparing printed matter which is to be mailed from the campus.

3. Editorial, lay-outs and other technical assistance will be provided annually in preparing the following:

a. President's Report

b. College Catalogue

c. Graduate School Catalogue

d. Department brochures

4. Publish GALLAUDET TODAY four times a year.

5. Publish the GALLAUDET ALUMNI NEWSLETTER monthly from October to June.

6. Publish ON THE GREEN weekly during academic year and bi-weekly during summer months.

7. By June 1976, YESTERYEAR AT GALLAUDET, a publication illustrating the traditions and the heritage of the College, will have been compiled by the Gallaudet College Alumni Association and published.

Visitors Bureau

1. By September 1973, a student volunteer guide program will have been developed and implemented by the Visitors Center. The program will include a manual outlining a student guide training program, and an incentive award program.

2. By September 1975, the Visitors Center will organize and implement an adult volunteer program which will include an orientation program to Gallaudet College for the volunteer, and carefully selected supervised work assignments.

3. By November 1973, a GUIDE TO KENDALL GREEN will have been completed by the Alumni and Public Relations staff for distribution to all visitors to the campus.

Information Diffusion Center

By September 1973, program guidelines will have been formulated and put into operation by the Visitors Coordinator, with the cooperation of the Office of Public Service Programs and the Edward Miner Gallaudet Library.

Cultural Affairs - The Cultural Affairs Committee working with the Director of Alumni and Public Relations will develop and implement annually a program of lectures, exhibitions, films, discussions, plays, and field trips, for the benefit of students and other members of the College community.

Speakers Bureau - Gallaudet College has on its staff many knowledgeable people in the field of deafness, education, research, and other areas. In an effort to make this important resource available to others throughout the nation, by August 1973 the Office of Alumni and Public Relations will organize a Speakers Bureau.

YOUTH RELATIONS

Purpose

The Youth Relations program is primarily responsible for planning, organizing, and maintaining positive relationships between the College and deaf young people in schools and programs throughout the country.

Objectives

1. By August of each year, the Director of Youth Relations will have updated two slide programs covering programs at Gallaudet College for showing to deaf youth and others.

2. Each year the Director of Youth Relations will visit at least ten schools and/or programs for the deaf. By 1982, the Director of Youth Relations will have visited all residential schools for the deaf in the U.S. and 50% of the day school programs.

3. The Director of Youth Relations will coordinate annually two regional workshops for deaf teenagers.

4. On an annual basis the Director of Youth Relations will be involved in the President's Committee on the Handicapped, if invited to do so, and will involve deaf youth in the activities of this Committee.

5. By June 30 of each year the Director of Youth Relations will have made contact through visits, correspondence, and other forms, with at least 60% of the officials of school programs for the deaf throughout the nation.

6. Subject to the decisions of the National Association of the Deaf (NAD) and its continuation of him as Executive Secretary of the Jr. NAD, the Director of Youth will continue the following:

   a. coordination, in alternate years, of the Jr. NAD Convention.
   b. annual direction of the Jr. NAD Camp at Swan Lake Lodge in Minnesota.
   c. maintenance of annual contacts with all Jr. NAD chapters, through correspondence and/or visits.

III DEVELOPMENT

Purpose

The ultimate goal of the Office of Development is institutional advancement through the raising of funds from the private sector and through building an increasingly substantial basis for public support and adequate funding of appropriate College programs through Federal sources. More specifically, the purpose of the Office of Development is to identify, analyze, evaluate and maintain an inventory of program needs of the College which should be met through funds obtained outside the regular appropriations; to prepare and periodically revise for the approval of the President and the Board of Directors, plans for a long-range institutional advancement program for the College; and as these plans are approved, to coordinate the cultivation of potential sources of financial support, enlisting the participation of the President, members of the Board of Directors, College alumni, and friends of the institution.

The efforts of the Office of Development are concentrated in four areas:

1. Research and analysis
   a. Needs inventory
   b. Prospective donor analysis
   c. Funds projections
2. Program management
   a. Planning function
   b. Volunteer organization
3. Development of fund raising aids
4. Donor accountability and recognition

RESEARCH AND ANALYSIS ACTIVITIES

Needs Inventory

Purpose

It is part of the function of the Office of Development to maintain a projection of non-federal funds requirements in specific areas which are of particular importance if the College is to maintain and improve its standard of excellence. The following chart projects estimates of resources needed annually through fiscal 1983 in five special areas: faculty endowment, scholarships and fellowships, research funds, library acquisitions, and general endowment.

Objective - By March 31 of each year, the Director of Development in cooperation with the President of the College, other College administrators, and the Board of Directors will review and update the needs inventory so that it will reflect College program requirements in the context of a realistic assessment of prevailing economic conditions.

INVENTORY OF RESOURCES NEEDED
(in thousands of dollars)

Fiscal Year	Faculty Endowment	Scholarships/ Fellowships*	Research	Library**	General/ Designated Endowments	Totals
1974	20	40	30	5	80	175
1975	40	80	60	7	160	347
1976	55	110	82	9	220	476
1977	65	130	98	12	260	564
1978	75	150	112	15	300	652
1979	82	165	124	17	330	719
1980	90	180	135	19	360	784
1981	115	230	172	21	460	999
1982	135	270	203	24	540	1,171
1983	198	395	296	25	790	1,704
Totals	$875	$1,750	$1,312	$154	$3,500	$7,591

*These needs include funds for graduate and foreign students. They are explained in detail in the section of the development brochure highlighting opportunities for growth.

**Refers to special collections related to deafness and the College archives.

Prospective Donor Analysis

Purpose

The efforts by the Development Office in prospective donor analysis are designed to relate existing and projected financial requirements to those philanthropic foundations and individuals with highly specialized interests. Essential to efficient fund raising, this continuing research activity expresses itself in the following objectives.

Objectives

1. By July 1, 1974, the Development Office will complete a list of philanthropic foundations whose giving programs appear to have potential in relation to college needs. This list will be limited to those foundations which have stated assets of more than $25 million and which make reported grants of more than $10,000.

2. By July 1, 1975, the Office of Development will complete a list of potential donors of $150 or more to the College and a file of pertinent data will be kept on those contributors -- individuals and foundations, who have indicated an interest in deferred giving and who have contributed to a College program.

Funds Projections

Purpose

Funds projections are a necessary indicator of the level of effort which seems appropriate after consideration of stated needs, the prevailing economic conditions, and the resources which can be committed to the process of soliciting financial support from private sources. The following chart represents the projection by the Office of Development of total voluntary support through fiscal year 1983.

Objective - By May 31 of each year, the Office of Development in cooperation with the Board of Directors, the President, and the Vice President for Planning and Public Service, will review the financial support realized during that fiscal year as against that projected and will update succeeding projections as appropriate.

PROGRAM MANAGEMENT

Planning Function

Purpose

A sound development plan, including and coordinating multiple procedures, will result in enlarged community understanding and increased funding. Such a plan already exists, but it must be reviewed regularly and adapted as appropriate in order to provide direction to the overall effort. Obviously, it is not possible to separate completely the planning function from the constellation of diverse activities at the Office of Development; but it is necessary to focus attention on the Development Plan document itself as a primary instrument for the determination of direction.

Objective - By May 1 of each year, the Director of Development in cooperation with volunteer committee chairmen, the President of the College, and the Board of Directors, will review the Development Plan and make those alterations in strategy and organization that are appropriate to changing circumstances.

Volunteer Organization

Purpose

Organized enthusiastic volunteers constitute the primary means of reaching key publics. The volunteer organization includes the Resources Council (or principle volunteer group) and four line committees -- the Parents Committee, the Special Gifts Committee, the College Alumni Committee, and the Estate Planning Committee.

TOTAL OF VOLUNTARY SUPPORT*
Projected by the
Office of Development
January 1973
(In thousands of dollars)

Fiscal Year	Sources of Support: Alumni	Nonalumni (Individuals	General Welfare Foundations and Corporations, Business	Other Associations and Groups	Deferred Giving	Number of Alumni Donors	Total of Support
1974	7	20	22	20	3	370	72
1975	12	43	45	44	5	525	149
1976	19	60	50	30	10	920	169
1977	25	88	69	48	25	1,380	255
1978	36	96	75	52	32	1,460	291
1979	39	100	85	60	40	1,575	324
1980	44	160	107	75	48	1,700	434
1981	53	175	150	98	58	1,805	534
1982	61	231	180	113	64	1,880	649
1983	78	239	193	125	79	2,010	714

*The definition of Voluntary Support used in this chart includes total gifts; cash or securities; new additions of existing funds, but not earned income; donated real property; and cash value of life insurance contracts owned by the College, if applicable.

Resources Council

1. By March 31, 1973, the Resources Council will be appointed by the President and the Board of Directors to have principle voluntary responsibility in the development program.

2. By July 1, 1973, the Resources Council will have examined the College mission statement and its activities plan and will present a report recommending ways to increase public awareness and understanding of the College.

Parents Committee

1. By February 1, 1973, the Parents Committee will have been appointed by the President and the Board of Directors for the purpose of involving parents in a meaningful way in the institutional advancement program. The committee will include representative parents from each undergraduate class in the College.

2. By January 1, 1974, the Parents Committee in cooperation with the Resources Council and the Director of Development will have prepared a plan for their activities for the next two years.

Special Gifts Committee

1. By March 1, 1973, the Special Gifts Committee will be appointed by the President and the Board of Directors for the purpose of identifying and soliciting individuals on a selective basis to contribute $150 or more annually to the College.

2. By July 1, 1974, the Special Gifts Committee will have completed a list of at least 100 persons who will be solicited for annual donations of $150 or more.

College Alumni Committee

1. By May 1, 1973, the College Alumni Committee will be formed in cooperation with the Director of Alumni and Public Relations and the officers of the Gallaudet College Alumni Association.

2. By July 1, 1974, the College Alumni Committee will complete plans for a program to secure regular alumni contributors to the development program.

FUND RAISING AIDS

Purpose

To present Gallaudet College in its purposes and resources to prospective donors, a number of specially designed publications are required.

Objectives

1. By July 1, 1973, the major development document, The Case Statement, will be distributed to a select group of prospective donors and to all contributors of $200 or more to the Centennial Fund.

2. An estate planning newsletter, The Current Financial Planner, will be mailed on a semi-annual basis to pre-1952 college graduates, former non-alumni donors to the College, and prospective givers in either categories.

3. By December 1, 1973, a memorial gift brochure will be printed for distribution to potential donors who wish to contribute to the College in memory or in honor of an individual or organization.

4. The publication You and Gallaudet, distributed on campus, will be updated bi-annually.

5. The booklet, A Guide to Foundation Giving, will be distributed to each new faculty member. This publication will be updated every three years.

DONOR ACCOUNTABILITY AND RECOGNITION

Purpose

Donor accountability and recognition is dependent upon the maintenance of accurate records of donations to the College. In addition, the maintenance of adequate records assists solicitation efforts, the establishment of priorities for seeking funds, and the presentation of information concerning the College's resources to its constituencies. The maintenance of accurate records also assures appropriate accounting and follow-up of gifts or grants.

Objective - By July 1, 1973, the Office of Development, in cooperation with the Office of the President and the Business Office, will have implemented procedures to make the Development Office the central location for the recording of gifts and grants and to enable the Director of Development to maintain a systematic program of donor accountability and follow-up.

IV PUBLIC SERVICE PROGRAMS

Purpose

The purpose of the Office of Public Service Programs is to extend Gallaudet College's resources in the area of deafness to the nation. Gallaudet resources can and should be utilized to reduce ignorance about deafness among the general public; to expand the utilization of highly qualified special professional personnel in the nation; to strengthen and supplement the scope of services provided by agencies; and to develop new means of delivering services directly to adult deaf citizens.

The program of the Office of Public Service Programs includes eight general activity areas: internal service coordination responsibilities; materials development and dissemination; conferences and workshops; teletype current events program and news services; information services for professionals in the field of deafness, speech and hearing; televised news programs and spot announcements; development of community service centers for the deaf; and the management of grant activities.

SERVICE COORDINATION RESPONSIBILITIES

Purpose - Each component of Gallaudet College possesses special capabilities that can contribute to meeting pressing external needs expressed by deaf citizens, agencies and the professional community. While each component responds independently to off-campus requests for services to some degree, a need exists to coordinate service efforts, to tap the most productive resource for given requests, and to provide services enthusiastically and efficiently. This area of responsibility expresses itself in the following activity objectives.

Objectives

1. By July 1, 1973, the Office of Public Service Programs in cooperation with the various components of the College will have developed a program of coordinated campus-wide effort in public service.

2. By January 1, 1974, mechanisms for continuing operation will be implemented in each of the cooperating units.

3. Beginning in 1974 and continuing through 1982, annual reports will be submitted to the Office of the Vice President by June 30 of each year describing service activities of each College component.

MATERIALS DEVELOPMENT AND DISSEMINATION

Purpose - Gallaudet College is the major source of information on deafness in the world. A need exists to develop efficient and inexpensive means of sharing this information on a national and international basis.

Objectives

1. By January 1, 1974, the Office of Public Service Programs in cooperation with the Edward Miner Gallaudet Library and the Office of Alumni and Public Relations will have developed and implemented a materials package program for responding to varied inquiries on deafness from individuals and agencies.

2. By June 30, 1975 and annually through 1982, the Office of Public Service Programs will have developed one new packet of information designed to meet specific types of requests.

3. By June 30, 1973 and annually thereafter for the next two years the Office of Public Service Programs will have developed and distributed 200,000 copies of special informational pamphlets to doctors, lawyers, judges, police, broadcasters, and the general public.

CONFERENCES AND WORKSHOPS

Purpose - In many instances the Gallaudet College resource needed is the campus environment itself. Specific outside groups of individuals can benefit by being on campus, observing various programs and learning from presentations of faculty and staff. Most of the conferences to be sponsored are designed to capitalize on this environment.

Services available from Gallaudet College need to be communicated to groups and individuals who work with hearing impaired people. Feedback from these same sources is one manner of monitoring the effectiveness of service program activities. Beyond this, Gallaudet College has an equal responsibility to participate in the various organizational groups involved with the area of deafness. Staff participation in conferences, workshops, and seminars sponsored by other agencies and organizations is a valuable medium of exchange.

Objectives

1. By the end of fiscal year 1973 and each fiscal year thereafter through 1977, the Office of Public Service Programs will have sponsored a series of four conferences to identify needs for special materials, to provide a forum for exchange of information, and to determine how Gallaudet College may generally further the interests of special groups serving the deaf.

2. By June 30, 1974, the Office of Public Service Programs will have designed a questionnaire and conducted an evaluation among all previous Public Service Programs conference participants to determine the value of previous conferences and to establish needed direction for future conference management.

3. By June 30, 1974 and annually thereafter through 1978, the Office of Public Service Programs Staff members will have participated in, presented papers, or otherwise contributed to a minimum of five conferences, workshops or seminars in the area of deafness, speech and hearing.

TELETYPE CURRENT EVENTS PROGRAM AND NEWS SERVICES

Purpose - Specialized current events programs combining both general events and special events in deafness will serve to stimulate and develop greater interest and social awareness among deaf high school age students. This concept has been explored with several school administrators and teachers of history and social studies with favorable reaction. The Office of Public Service Programs currently possesses equipment capability to develop such a program.

For some time the Office of Public Service Programs has operated a daily teletype news service in the local area. Evaluation is needed and will govern future direction.

Objectives

1. By June 30, 1974, the Office of Public Service Programs will have developed a weekly teletype current events program involving five schools for the deaf. A total of 20 schools will be in the network by June 30, 1977, if the program is favorably received.

2. By June 30, 1974, the Office of Public Service Programs will have evaluated the news service program now conducted daily with news changed three times a week to determine its effect on the deaf community and the need to alter the current format.

SERVICE FOR PROFESSIONALS

Purpose - Agencies and communities throughout the nation frequently request specific consultant services in the fields of deafness, deaf education, speech and hearing. Often it is not possible for agencies or communities to obtain appropriate services because of the lack of information on individuals with specific expertise, or as a result of the unavailability of specific individuals. A Professional Registry, including individuals from throughout the United States with professional background information detailed, may prove to be a valuable service referral resource for the nation.

Objectives

1. By June 30, 1975, in cooperation with other organizations and agencies, the Office of Public Service Programs will have developed a national registry of professional personnel representing diverse disciplines for the purpose of consultant referral services to states, agencies and programs needing various kinds of professional assistance.

2. By June 30, 1977, Public Service Programs will have submitted a report to the Office of the Vice President covering activities resulting from Registry referrals and an evaluation of the feasibility of maintaining the Registry.

3. By June 30, 1975, Public Service Programs will have developed and distributed a newsletter six times a year for the purpose of disseminating current information on materials, conferences, forums, publications and related developments pertinent to professionals in the field but not readily available to them through other sources.

4. By June 30, 1977, a questionnaire will have been developed and sent out to newsletter recipients to evaluate the effectiveness and usefulness of the newsletter.

TELEVISION NEWS PROGRAMS AND SPOT ANNOUNCEMENTS

Purpose - A current momentum exists within the television industry to provide for the needs of hearing impaired viewers. Interest has been indicated also by the Federal Communications Commission. The possibility of captioned television may result in a diminished need for specific arrangements such as deaf newscasters or interpreted news broadcasts in the future. For this reason the present program objectives are limited to 1976 pending further developments.

Television also represents an effective means of communicating information on deafness to the general public. Consultation regarding the possibility of spot announcements on deafness indicates that this would be an effective means of reaching the general public.

Objectives

1. By June 30, 1973, the Office of Public Service Programs will have assembled material and contacted television stations in an effort to develop news or other types of programs on television for deaf citizens. This effort will be carried out in cooperation with other groups serving the deaf community. Efforts will be made to enlist three TV stations annually in this program through June 30, 1976.

2. By June 30, 1974, the Office of Public Service Programs will have contracted for the development of television spots with related script material for the purpose of providing information on deafness to the general television viewing public on a national basis.

3. By June 30, 1976, the Office of Public Service Programs will have conducted an evaluation of the effort of the previous years spot announcement by questionnaires to selected populations through the cooperation of a few schools for the deaf.

COMMUNITY SERVICE CENTERS

Purpose - Many public service agencies in the area who recognize their own limitations in properly delivering services to hearing impaired children, youth and adults. Gallaudet College can provide comprehensive services to families. children and adults where deafness, hearing and speech are significant problems.

Objectives

1. The Office of Public Service Programs, assuming funding of the project by the Consortium of Universities in Washington, D.C., will conduct a three-year Community Service Center project in Northeast Washington, D.C. beginning in July, 1973 and ending in June, 1976.

2. Pending funding from outside sources, the Office of Public Service Programs will establish a three-year Community Service Center project in Prince George's County, Maryland. The project will begin in July, 1974 and will continue through June, 1977.

3. Assuming project funding from outside sources, a Community Service Center project in Northern Virginia will commence July, 1975 and run through June, 1978.

4. During the final year of initial operating periods of each of the three community service centers, steps will be taken to assure continued funding of each center without interruption where possible through established local agencies, in accordance with the terms of the contracts under which the centers were established.

5. During the last six months of the initial periods of operation, the Office of Public Service Programs will conduct an evaluation of each center and its programs and will assist center staff in altering program efforts where appropriate.

MANAGEMENT OF GRANT ACTIVITIES

Purpose - Gallaudet College has a commitment to meet general and specific needs in the area of deafness outside of its on-campus responsibilities. At times outside needs are funded through special contracts and grant awards. It is appropriate that Public Service Programs staff assist in certain projects assumed by the College.

Objectives

1. By June 30, 1973, the Office of Public Service Programs will have conducted specific meetings and activities under a Deafness in the 70's grant awarded to Gallaudet College.

2. If funded, by June 30, 1974, the Office of Public Service Programs staff will have been cooperatively involved with the Office of the Dean of the Graduate School in a special post-secondary services study of the State of Illinois.

MASTER PLAN REPORT

Undergraduate Programs
John S. Schuchman, Dean of the College

Preface:

Although the Office of the Dean of the College is administratively responsible for a variety of programs on the campus, its primary responsibility deals with the liberal arts component of the many academic programs of Gallaudet College. In terms of personnel (faculty and staff), budget and student enrollment, the liberal arts program has been and continues to be the largest single program on the campus.

All too often, those affiliated with liberal arts education have tended to assume that its validity, utility and capacity for survival are self-evident and need no further justification. This assumption has, in recent years, come under close scrutiny. As we emerge into times of constrained but rapid change coupled with increasing uncertainty, it seems most appropriate for the educational community to examine numerous questions about its very nature - questions which have roots both within the educational ranks and outside. In light of the variety of new post-secondary programs for the deaf which have emerged in the past ten years, this is even more important for the liberal arts program at Gallaudet College.

It is in this light that the Gallaudet community is engaging itself in an appraisal of the things we do now and is assessing the merits of various alternatives for the future. One of the purposes of the Master Plan is to provide the framework so that faculty, staff and students can address themselves to these matters. The focus of activities of the liberal arts program is, of course, the educational development of deaf students. It is therefore fitting that this report be directed mainly at this issue - student development.

STUDENT DEVELOPMENT

STUDENTS

As stated in the Master Plan Mission Statement, Gallaudet College is an instrument through which we try to improve the quality of life for people who are deaf. Because the raison d'etre of the liberal arts program always has been and continues to be the deaf undergraduate student, the Office of the Dean of the College reaffirms its commitment to the provision of the best possible academic program designed to meet the special needs of deaf people. Any such reaffirmation of purpose requires that the academic program, through faculty and staff, scrutinize campus life in order to determine whether all segments of the Gallaudet community support the commitment to students.

Although such an examination should explore the entire campus milieu, there are two particular areas which deserve considerable attention: (1) the faculty advisement system, and (2) recruitment.

A. The faculty advisement system

As revealed in the data collected by the Director of Admissions and Records and reported on pgs. E-11, E-12, E-13, E-14, the attrition rate for the student body is fifty percent - a figure comparable with national collegiate withdrawal rates. Yet our special purpose cannot permit us to be complacent about this fact -- especially, since post-secondary programs for the deaf are much fewer in number (comparatively non-existent) than those for hearing students.

Two characteristics of the attrition study deserve special note. Most of the attrition is not due to academic dismissal* and most of the attrition occurs in the prep, freshman, and sophomore (pre-major) classes. These two characteristics emphasize the importance of the faculty and staff advisement system.

Program Objective 1:

During the 1975-1976 academic year and thereafter, appropriate faculty committees or members of the administration will have access to one faculty or staff member (committee?) for each undergraduate student who will be knowledgeable about the student as an individual, and his academic and personal progress at the College.

Supporting Activity Objectives:

a. In the spring of 1973, the Dean of the College and the Dean of Student Affairs will meet with Committee C (or appropriate Committees) of the Undergraduate Faculty in order to discuss the question of attrition and the faculty advisement system, and to prepare an agenda on this topic for the 1973-1974 academic year.

b. During the 1973-1974 academic year, Committee C will meet with Committee D (Academic Discipline) and student personnel staff in order to determine what changes, if any, need to be made in the faculty advisement system. The Committee will make appropriate recommendations to the faculty for implementation in the 1974-1975 academic year.

c. Revisions in the faculty advisement system will be implemented in the 1974-1975 academic year. The Committee will monitor and report on this system on an annual basis thereafter.

B. Recruitment

In the past decade, a large number of post-secondary programs for the hearing-impaired students have been established throughout the nation. Such programs have been needed for many years and the College welcomes these sister

---

*It is recognized that whereas academic dismissal is not the formal reason, this does not necessarily exclude academic reasons for the withdrawal.

institutions into the difficult field of post-secondary education for deaf people. The fact remains, however, that Gallaudet College continues to serve as the best institution equipped to meet the needs of the majority of qualified students who wish to pursue any of a wide variety of programs offered on the campus. Because there now exists a large number of post-secondary programs, it is important that the College communicate well with pre-college students about the liberal arts program, and that the College identify those students who normally would not consider higher education opportunities (such as minority group students).

Program Objective 2:

The Dean of the College will establish a recruitment system which will coordinate the resources and services within Gallaudet College in order to identify all students who are eligible for entrance into post-secondary education and assist all those students, who select Gallaudet College, to achieve their educational objectives. This system will be fully operational no later than spring, 1974.

Supporting Activity Objectives:

a. By the end of the spring of 1973, the Dean of the College will assign responsibility for recruitment to a full-time position to be identified as Recruitment Coordinator.

b. By July 1, 1973, the Recruitment Coordinator will have identified all resources and services available on and off the campus which can be utilized for the recruitment process.

c. By January, 1974, the Recruitment Coordinator will submit a proposal for recruitment for wide discussion on the campus. In revised form, the plan will be implemented by the end of spring, 1974.

d. The Recruitment System will be assessed in the spring of 1975 by an advisory committee with annual assessments thereafter.

Program Objective 3:

As part of the recruitment system, the Dean of the College and the Recruitment Coordinator will implement a plan of visitation by faculty and staff during the spring of 1974.

Supporting Activity Objectives:

a. In the fall of 1973, all departments of instruction will submit to the Dean of the College a list of anticipated travel by destination and traveler. Thereafter, such lists will be submitted annually.

b. The Dean of the College, the Director of Admissions and Records, and the Recruitment Coordinator, with the advice of appropriate committees or staff, will prepare a plan of visitation, in the spring of 1974, to residential schools for the deaf and other secondary programs by faculty and staff travelers. Thereafter such plans will be prepared annually.

c. By the beginning of the spring semester of each year, the Dean of the College, the Director of Admissions and Records, and the Recruitment

Coordinator, with the advice of appropriate committees or staff, will identify faculty and staff representatives who will make visitations for the College. In addition, beginning with the 1973-1974 academic year the Recruitment Coordinator will implement workshops for the purpose of orienting the representatives to information and materials about the College and other post-secondary programs.

CURRICULUM

A. Preparatory

Since it is a doubtful proposition for the faculty to anticipate that there will be a significant change in the general academic achievement scores of the entering students over the course of the next ten years, the preparatory classes will continue to serve as an important part of the Gallaudet College curriculum. Although the preparatory program always has served as a year of transition between the schools and the College, the specific classes and the academic subject matter have changed from time to time. The College will continue to review the preparatory classes in order to maintain Gallaudet's dual commitment to excellence and to the needs of deaf youth.

Program Objective 4:

The faculty will monitor and assess the preparatory program as a unit, not separate courses, on an annual basis, effective with the 1975-1976 academic year.

Supporting Activity Objectives:

a. The Dean of the College and the Preparatory Task Force will continue to support the activities of the Experimental Preparatory Project. In the spring of 1973, the Dean will report on the progress of the project to Committee B, the Prep Committee, and the UGF.

b. The Prep Project will be implemented in the fall of 1973 with the first group of students.

c. The Prep Project will report on the progress of the project to appropriate faculty committees in the spring of 1974.

d. The appropriate committees of the faculty will review the entire preparatory program during the 1974-1975 academic year, with specific recommendations to the faculty in the spring of 1975.

e. All necessary revisions to the preparatory program will be implemented in the 1975-1976 academic year. Thereafter, appropriate faculty committees will monitor the program and report to the faculty annually.

B. Pre-major (freshman and sophomore classes)

As stated in the College catalogue,

> "The primary purpose of the College is to afford its students the intellectual development that can be acquired through a study of the liberal arts and

sciences. The College intends to produce men and women who have the power of sound, independent judgment and who are well informed about the world around them.'

The coursework which the faculty required at the pre-major level is the primary means by which students meet the purpose as stated in the catalogue. In addition, these courses are also designed to permit students an opportunity to explore the wide variety of careers and disciplines. Since the attrition data clearly demonstrates that the bulk of student attrition occurs at the pre major level, it is evident that this phase of the curriculum represents a significant part of a student's development at the College. Accordingly, this part of the curriculum must be examined as a whole and the faculty must clearly delineate its objectives for the students.

Program Objective 5:

The faculty will monitor and assess the pre-major program as a unit, not separate courses, on an annual basis, effective with the 1974-1975 academic year.

Supporting Activity Objectives:

a. Committee B will submit a progress report on the pre-major curriculum to the Dean of the College in January, 1973.

b. Committee B will accept the responsibility for a general College discussion of the pre-major curriculum in the spring and fall of 1973. In January, 1974, the Committee will present its recommendations to the faculty, which will include a list of the objectives (or basic skills) expected of students by the faculty.

c. Faculty revisions of the pre-major curriculum will be implemented in the 1974-1975 academic year. Thereafter, appropriate faculty committees will monitor the pre-major curriculum and report to the faculty on an annual basis.

C. Majors

At present, Gallaudet College offers a choice from more than twenty major fields of concentration to the undergraduate students. The primary responsibility for these courses of study remains with the departments of instruction.

Program Objective 6:

The departments of instruction will monitor and assess their respective programs effective with the 1974-1975 academic year.

Supporting Activity Objectives:

a. In the spring of 1974, departments of instruction will develop methods of monitoring the output (students) of their respective fields of concentration in order to measure the appropriateness of the department's instructional objectives.

D. Accreditation

In 1957, the Middle States Association of Colleges and Secondary Schools accredited the College. This accreditation was reaffirmed in 1967. The Middle States organization will review the accreditation status of the College in 1977. Since accreditation still represents, within the higher education community, official recognition that an institution meets acceptable standards for academic programs, the College will seek to reaffirm its accreditation status in 1977.

Program Objective 7:

The College will seek a continuation of its accreditation status from MSA in 1977.

Supporting Activity Objectives:

a. The Dean of the College will ask the faculty to establish an ad hoc committee to participate in the reaccreditation process in 1976.

b. In the fall of 1974, all departments of instruction which plan to seek additional accreditation within specific disciplines will discuss their plans with appropriate faculty committees. If acceptable to the faculty, appropriate support will be sought for these specific accreditations.

E. Academic Program Innovation - Learning Experiences

In addition to specific programs and courses of study within the curriculum, it is clear from the Mission Statement, the New Era report, and individual reports from the instructional departments, that there exists a great deal of interest in a variety of learning experiences such as: (1) cooperative education, (2) work-study, (3) mini-courses, (4) flexible scheduling, (5) exchange programs, (6) consortia, (7) fieldwork, (8) practicums, and (9) others. At the same time, it is clear that the faculty needs greater coordination and information before it can act to implement such changes, if at all.

Program Objective 8:

The faculty will supplement the course curriculum with flexible academic activities which will enable students to enrich their opportunities for educational, career, and cultural maturation.

Supporting Activity Objectives:

a. In the spring of 1973, Committee B (or appropriate faculty committees) will review all of the individual department master plan reports related to non-traditional learning experiences. On the basis of this review, the Committee will ask the Dean of the College to prepare a detailed report on academic activities of the committee's choosing.

b. In the fall of 1974, the Dean of the College will submit to the Committee the detailed report requested the previous spring. In addition to the

report, the Dean of the College in cooperation with the Librarian will have:

prepared a current bibliography on the topics contained within the report:

assembled a collection of literature related to the topic for the use of the committee and

made a series of recommendations related to the topic of the report.

c. Thereafter, each spring the Committee will request and obtain similar reports on an annual basis from the Dean of the College.

F. Academic Program Innovation - Educational Services

A few years ago, the New Era report charged the College with a responsibility to "improve vastly the technological and environmental setting of learning on the campus." Even though the College has made significant progress toward this goal, it is clear from the departments master plan reports that much more needs to be done and is so desired. Since communication with students must be effective in order to meet the College's responsibility for the liberal arts program, all departments of instruction must explore all facets of technological innovation and information services in order to insure that opportunities for more effective instruction are not overlooked.

Program Objective 9:

The faculty will supplement the simultaneous method of communication with appropriate technological aids in order to improve communication effectiveness with the students.

Supporting Activity Objectives:

a. In the spring of 1973, the Office of Educational Technology will review all of the individual department master plan reports related to technologically-assisted learning experiences. Thereafter, the Director of the Office of Educational Technology will coordinate the individual reports and implement them when appropriate through requests for additional support.

b. In the annual report for academic year 1973-1974, the Director of the Office of Educational Technology will report on the progress of individual departments with technologically-assisted learning experiences. The Director will continue to make these reports annually.

Program Objective 10:

The faculty will supplement the simultaneous method of communication with appropriate library-aided information services in order to improve communication effectiveness with the students.

Supporting Activity Objectives:

a. In the spring of 1973, the library will review all of the individual department master plan reports related to library-aided information services. Thereafter, the librarian will coordinate the individual reports and implement them when appropriate through requests for additional support.

b. In the annual report for academic year 1973-1974, the librarian will report on the progress of individual departments with library-aided information services. The librarian will continue to make these reports annually.

FACULTY

A. Equal opportunity

The single-most valuable and permanent resource for student development at Gallaudet College is the faculty. Hence, it is imperative that the College continue to maintain and recruit the best talent available for the faculty. In addition to the traditional academic degrees, experience, and research activities, a healthy academic community requires the presence of diverse points of view. Such diversity is inhibited when the faculty consists primarily of one social or ethnic group or sex, and as such reduces its effectiveness with the student body and the general public. A major aim of the College will be to establish a faculty which represents as many diverse points of view as possible in order to foster the goals of a broad liberal education for the students. Although there is no inherent value in numbers, the faculty accepts its moral and legal responsibility to increase various qualified minority representatives among its membership in the course of the next ten years.

Program Objective 11:

The faculty will establish an affirmative action goal for itself to be accomplished in the course of the next ten years.

Supporting Activity Objectives:

a. Committee A (or a comparable committee) will present a report on affirmative action goals to the faculty in the spring of 1973.

b. Committee A (or a comparable committee) will present procedures by which it will evaluate and check on instructional departments' attempts to implement affirmative action goals to the faculty in the spring of 1973.

c. The Dean of the College will report to the Affirmative Action officer or committee (as designated by the college President) on progress toward the affirmative action goals on an annual basis. Committee A will also report on such progress to the faculty at large on an annual basis.

d. The Dean of the College, Committee A, and the Affirmative Action officer will conduct a workshop for instructional department chairmen on the affirmative action goals for the College and ways to implement those goals in the fall of 1973-1974.

e. The Dean of the College, Committee A, and the Affirmative Action officer will meet in the fall of 1975 in order to determine whether satisfactory progress has been made and whether modifications are required for Committee A's evaluation procedures. Subsequent evaluations shall be made on an annual basis.

B. Governance

Gallaudet College is committed to the notion of participatory faculty governance in the affairs of the institution. One of the most important parts of governance is the budget process. Because much of Gallaudet College's budget depends upon external factors beyond its control, it is important the faculty understand the budget process, the limitations of external support, and that the faculty accept an increased responsibility for good stewardship of our present resources.

Program Objective 12

The faculty will establish a budget and finance committee in the fall of 1973 which will be responsible for screening departmental budget requests to the Dean of the College.

Supporting Activity Objectives:

a. The Dean of the College will submit a proposal in the spring of 1973 for an amendment to the UGF By-Laws which would establish a faculty budget-finance committee. The committee will be responsible for screening all budget unit proposals to the Dean of the College. It will screen base proposals as well as additional increment proposals. If accepted by the faculty, this committee will be operational in the fall of 1973.

b. Effective with the Fiscal Year 1975 budget proposals, all budget units must re-justify all faculty and staff vacancies. Such justifications will be presented to the budget and finance committee when it is established. Thereafter, such justifications will be presented annually for all vacancies.

c. Effective with the Fiscal Year 1976 budget proposals, all budget units must re-justify all non-salary expense budget items to the budget and finance committee. Thereafter, such justifications will be presented annually.

EVALUATION

Program Objective 13:

In its annual report, each department will include a section on the progress of the department with respect to its master plan program objectives, effective with the 1973-1974 academic year. Furthermore, the annual report from each of the instructional departments will include a section describing how well the students are meeting the stated instructional objectives. If a department is of the opinion that it is not meeting its objectives, it will indicate its plans for improvement or for changes in master plan objectives.

Program Objective 14:

On an annual basis the Dean of the College will assess his progress toward meeting his stated master plan objectives and will submit a report to the President of the College by August 1 of each year. When felt necessary, the report will include plans for improvement and for changes in master plan objectives.

Program Objective 15:

In the 1973-1974 academic year, the Dean of the College will appoint a faculty committee which will make recommendations for the creation of a student data bank, and for ways in which the departments and the College could utilize such data in the development and measurement of master plan objectives.

CAMPUS COORDINATION

Since Gallaudet College has expanded its mission to provide even more service to the deaf population, it is necessary that the Dean of the College seek ways in which the Liberal Arts program coordinates its activities with other programs, in order to avoid wasteful duplication of activities, services, and resources.

Program Objective 16:

By July, 1973, the Dean of the College will initiate discussion with all unit administrators on the topic of "information coordination" and will present to the President by July 1, 1974, a plan for effective information acquisition, processing, and dissemination.

Program Objective 17:

By July, 1973, the Dean of the College will initiate discussion with the Dean of Pre-College Programs and the Business Manager concerning possible areas of cooperation in the acquisition and use of computers. Recommendations will be made to the President by July, 1974.

Program Objective 18:

By July, 1973, the Dean of the College will initiate discussion with the Dean of Student Affairs, the Dean of Pre-College Programs, and the Vice President for Planning and Public Service concerning a coordinated effort in the area of non-classroom student testing and alumni polling. Recommendations will be made to the President by July, 1974.

DEPARTMENTAL MASTER PLAN REPORTS

As presently organized, the faculty provides most academic instruction through the mechanism of departments. Although they must go through the regular internal college budgetary and curriculum channels prior to implementation, the master plan reports from individual departments provide useful insights in terms of how individual reports reflect the overall mission of the College and reflect the extent of involvement of faculty and staff in the master plan activity. Departmental master plan reports from the departments of Sociology and Mathematics have been included at the end of this volume as sections L and M, respectively.

TABLE I

Attrition by Year of Occurrence

Classes Entering Fall of 1967, 1968, 1969, and 1970

	No. Enrolled	Attrition 1st year		Attrition 2nd year		Attrition 3rd year		Attrition 4th year		Attrition 5th year		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class entering 1967													
as Prep	225	73	32	30	13	12	5	4	2	1	0	120	52
as Freshmen	50	7	14	3	6	0	0	1	0	0	0	11	20
Total	275	80	29	33	12	12	5	5	2	1	0	131	48
Class entering 1968													
as Prep	229	57	25	37	16	17	7	10	4	-	-	121	52
as Freshmen	61	11	18	7	11	2	3	0	0	-	-	20	32
Total	290	68	23	44	15	19	7	10	3	-	-	141	48
Class entering 1969													
as Prep	192	41	21	27	13	11	5	-	-	-	-	79	39
as Freshmen	61	14	23	2	3	4	6	-	-	-	-	20	32
Total	253	55	22	29	11	15	6	-	-	-	-	99	39
Class entering 1970													
as Prep	195	36	18	24	12	-	-	-	-	-	-	60	30
as Freshmen	78	13	17	6	8	-	-	-	-	-	-	19	25
Total	273	49	18	30	11	-	-	-	-	-	-	79	29
Total - 4 classes													
as Prep	841	207	25	118	14	-	-	-	-	-	-	-	-
as Freshmen	250	45	18	18	7	-	-	-	-	-	-	-	-
Total	1091	252	23	136	12	-	-	-	-	-	-	-	-

TABLE II

Reason for Attrition

Classes Entering Fall of 1967, 1968, 1969, and 1970

	Attrition 1st year		Attrition 2nd year		Attrition 3rd year		Attrition 4th year		Attrition 5th year		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class entering 1967												
Prep												
Acad. Dismissal	20	54 [1]	9	24	4	11	4	10	0	0	37 [2]	100
Withdrawal*	53	64	21	25	8	10	0	0	1	1	83	100
Freshmen												
Acad. Dismissal	2	50	1	25	0	0	1	25	0	0	4	100
Withdrawal	5	71	2	29	0	0	0	0	0	0	7	100
Class entering 1968												
Prep												
Acad. Dismissal	14	48	12	41	2	7	1	3	-	-	29	100
Withdrawal	43	47	25	27	15	16	9	10	-	-	92	100
Freshmen												
Acad. Dismissal	3	38	3	38	2	25	0	0	-	-	8	100
Withdrawal	8	67	4	33	0	0	0	0	-	-	12	100
Class entering 1969												
Prep												
Acad. Dismissal	19	50	15	39	4	11	-	-	-	-	38	100
Withdrawal	32	63	12	24	7	14	-	-	-	-	51	100
Freshmen												
Acad. Dismissal	1	50	0	0	1	50	-	-	-	-	2	100
Withdrawal	13	72	2	11	3	17	-	-	-	-	18	100
Class entering 1970												
Prep												
Acad. Dismissal	11	38	18	62	-	-	-	-	-	-	29	100
Withdrawal	25	80	6	20	-	-	-	-	-	-	31	100
Freshmen												
Acad. Dismissal	1	50	1	50	-	-	-	-	-	-	2	100
Withdrawal	12	70	5	30	-	-	-	-	-	-	17	100

*Analysis of reasons for withdrawal suggests that these are often if not usually rationalizations or excuses rather than true reasons.

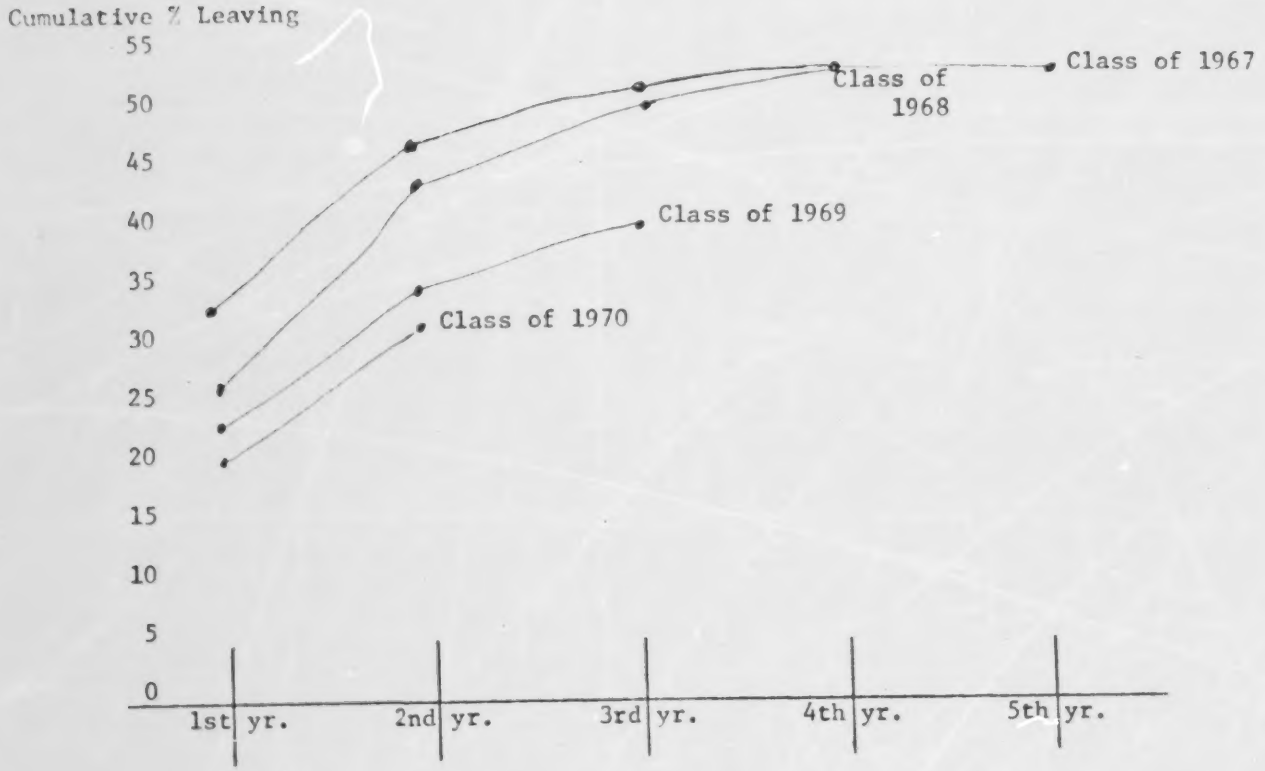
1) equals the percentage of 2)

Chart I

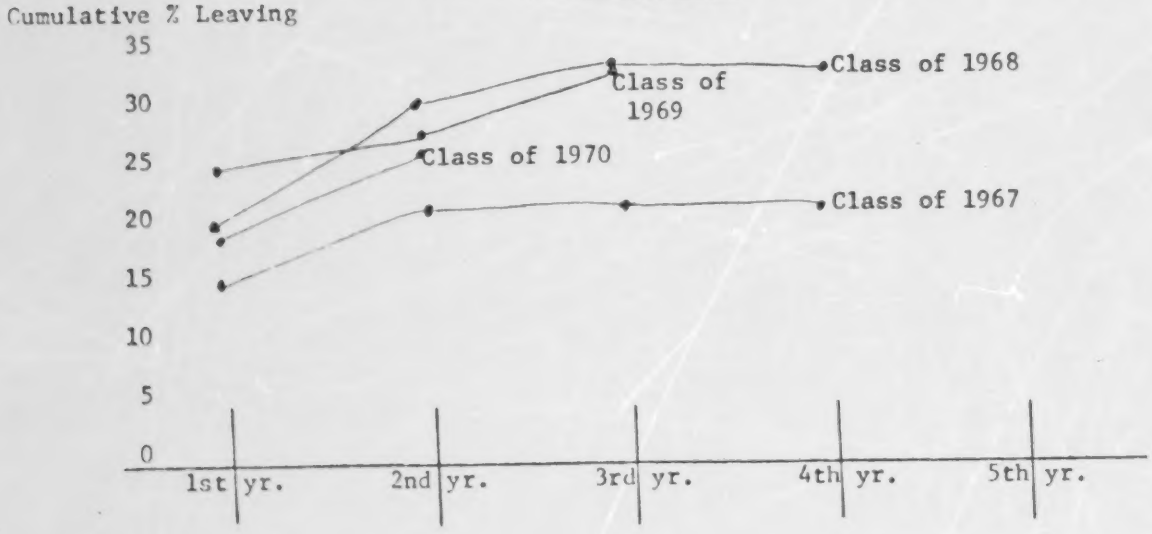
Trends in Attrition

Classes Entering Fall of 1967, 1968, 1969, and 1970

Preparatory Class



Freshman Class



53

Observations:

On the average, just over half of the students entering each Preparatory class leave before graduation.

On the average, about a third of each entering Freshman class leaves before graduation.

On the average, the bulk of the attrition in each class - prep and freshman - occurs during the first year at Gallaudet.

- 55% of the Prep attrition occurs then.
- 64% of the Freshman attrition occurs then.

Most of the remaining attrition occurs during the second year.

- 33% of the Prep (88% during 1st and second years).
- 26% of the Freshman (90% during the 1st and second years).

Academic dismissals follow a slightly different pattern:

- For entering preps, about equal numbers are dismissed in the 1st and 2nd years.
- Of those entering as freshmen more are dismissed in the 1st year than in the second.

This suggests that there has been a tendency to pass into the Freshman class academically weak students.

For the Prep group there has been steady decrease in attrition over four years. It looks as if progress is being made in helping those who are most severely handicapped.

MASTER PLAN REPORT

Office of Student Affairs
Richard M. Phillips, Dean

Gallaudet College is a residential college. For this reason the on-campus services that are supportive to its basic purpose of higher education are critical in the overall growth of the student. The increased complexity of life both on and off campus has created more problems and more needs, all of which bring into focus the necessity to plan more carefully the work of the student personnel staff in order to meet the challenge of providing a well-rounded campus experience.

The student personnel area at Gallaudet College consists of seven basic divisions: Financial Aid, Health Services, Residence Halls, Housing, Student Union, Counseling and Placement Center, and Chaplains.

FINANCIAL

The Assistant Dean of Student Affairs has been delegated the primary responsibility for assisting students in securing the costs of a college education, and to appreciate the total investment in money that is made in them and in their education. This is done by using the support of rehabilitation services, the contribution of parent and student, grant-in-aid funds, and loan funds serving as basic sources. The continuation and expansion of these sources is an objective of the Assistant Dean's Office.

Program Objective 1:

By the end of fiscal 1973, the Assistant Dean of Student Affairs will begin implementation of a program designed to make it possible for the individual student to contribute toward his education either through actual payments or through accepting the responsibility for applying for and securing the assistance for which he is eligible.

Supporting Activity Objectives:

a. By April 15 of each year every student will be given a packet of material containing information regarding the financial requirements for the next school year.

Rationale:

This information will enable the student to understand better the overall costs of his education, his responsibility in securing adequate financial support and how he may actively participate in the planning.

b. Beginning with fiscal 1973 and continuing each year, scheduling will be arranged so that each student has contact with the Financial Aid Officer before the end of the school year, and a continuing contact during the summer so that all necessary supporting data will be ready before registration time in the Fall.

c. By August, 1973, a plan will have been worked out whereby, in cooperation with the Business Office, all students will be informed as to the financial collection policies of the College.

Rationale:

A full understanding of this responsibility on the part of the student will make it possible for him to better appreciate the need to be prompt and complete in his own participation in the costs of his education.

d. By March, 1974, and continuing each year, a personal interview will be held with each student who has a deliquent account.

Program Objective 2:

There are various sources of financial aid for students such as grant-in-aid funds, scholarships, National Defense Student Loans, work-study programs, and the like. These sources will continue to be utilized and other sources investigated as they become available. Each year, starting in July, 1973, a review of all sources will be made and updated in every way possible.

Supporting Activity Objectives:

a. Projections of required grant-in-aid funds will be updated each year in January, so as to reflect actual enrollment trends, and incorporated in budget requests. Consideration will be given to the needs of both undergraduate students and graduate students.

b. Plans for a work-study program will be worked out and the program activated in the fall of 1975. Continuation of the program, with yearly revisions, is anticipated as long as need and existence of the program make it possible.

c. One of the responsibilities of the Financial Aid Officer is that of selecting recipients of scholarship awards. By the fall semester of 1975, a listing of specific available scholarships, their criteria, and the methods used to select students eligible for the awards will have been compiled and distributed to all students, faculty, and other interested persons.

d. Starting in April, 1973, plans will be prepared, with the assistance of the Office of Development to lead more foundations and individuals to endow scholarship grants. These will be varied in nature to provide assistance for students, both graduate and undergraduate, over a wide range of interests and abilities. Implementation of the plan will begin by September, 1973.

HEALTH SERVICES

The Medical Director is responsible for the Student Health Service. In addition to this responsibility, the Director is concerned with developing student awareness of potential personal health problems and an appreciation of the value of the many areas of medical service in daily living. The health of the entire community directly influences student life and for this reason it is necessary to provide some basic medical services and to bring into focus those preventive activities that are needed for all staff members as well as for students.

Program Objective 1:

Starting in Fiscal Year 1975, develop a program designed to monitor student health needs and to increase an awareness in each student of the values and needs for personal responsibility in physical and mental health care.

Supporting Activity Objectives:

a. Continue the practice of the doctor having a personal interview with each matriculating student. In addition, by May, 1975, an exit interview will be held with each graduating student at which time his health needs and planning will be discussed.

b. By May, 1976, and continuing annually, interviews will be held with each student who has had a chronic medical problem. Interviews are not designed to be a medical checkup, but rather a discussion of the particular health problem and the proper future care that the student must take of his own health.

c. Starting August, 1974, regular small group discussions on health topics will be held led by a representative of the Student Health Service and utilizing group dynamics inasfar as is possible.

Program Objective 2:

By August, 1973, the emerging role of the Medical Director and the College Health Service in the overall educational and living areas of the KDES and MSSD will have been clarified through a policy statement as to how this goal will be achieved. This will involve the Medical Director and the appropriate Deans.

Program Objective 3:

By June, 1974, begin implementation of a program of vision screening of all students with follow-up as appropriate to identify problems and secure necessary care.

Supporting Activity Objectives:

a. Vision screening of all entering college students will begin in August, 1974, and continue each year.

b. Vision screening will be set up for the pre-college community by January, 1975, and continued annually.

c. By August, 1975, yearly screening of all students will have been implemented.

Program Objective 4:

To extend the outreach of the Student Health Service, in-service training for student personnel staff members, especially the residence hall group, will be conducted on a twice-a-year basis, starting in January, 1974, and continued thereafter.

These programs will provide information on basic first aid, on the signs and indicators of incipient mental health problems, and on proper methods of referral. Furthermore, methods enabling the residence hall staff member to help a student appreciate the need for health care will be discussed.

Program Objective 5:

To further inform the community about the problems of deafness, the Medical Director and his assistant will begin to develop association with the medical schools of local universities and with medical groups by January 1, 1977.

Supporting Activity Objectives:

a. A plan will be completed for this program by the end of Fiscal Year 1976.

b. Beginning in Fiscal Year 1975, the Medical Director will arrange to take part in two medical meetings and conventions annually to assist in informing the medical professions about the problems of deafness.

RESIDENCE HALLS

The residence hall is the place on campus where the student spends the largest amount of his time. The residence hall, through its staff, as well as the environment it provides, can influence in a positive manner the social, emotional, psychological, and educational growth and development of the student. The residence hall should provide an environment which is conducive to the academic purposes of the College, and at the same time provide for growth in nonacademic areas of life such as developing and defining responsibility, independence, maturity, positive attitudes, a sense of pride and worthwhileness.

Through personal contact, small group seminars, general student meetings, dorm council, and student-staff interaction, the Dean of Women and Dean of Men, in conjunction with the residence hall staff, will continue to insure:

a. A residence hall which helps the student gain self-awareness and an understanding of his strengths, weaknesses, desires, and goals, and to act accordingly.

b. A residence hall which helps to instill self-confidence in students.

c. A residence hall which exposes the student to various points of view and cultures, thereby developing a respect, tolerance, and empathy for others, their culture and their point of view.

d. A residence hall which assists in initiating interests of students to constructively use their leisure time.

e. A residence hall which provides the student with a realistic living experience based on accepted values and attitudes within our society, thereby preparing the student to live in that society after he leaves the College.

f. A residence hall which makes a contribution to the primary goal of education -- the preservation, transmission and enrichment of culture.

Program Objective 1:

Progress toward the foregoing goals will be discussed and further plans developed in staff meetings each spring, starting in May, 1974.

Program Objective 2:

By August, 1973, the Dean of Men and Dean of Women, in cooperation with students, will have formulated a written plan for greater student involvement in matters pertaining to residence halls and student life on campus and shared these plans with the entire division of Student Affairs.

Rationale

The Dean of Men and Dean of Women will continue the development of leadership and responsibility through the use of dorm councils, student representatives to advise and assist in the management of student life in residence halls, and greater student involvement in making decisions affecting the residence halls.

Program Objective 3:

To enhance the cultural growth of students, by October, 1973, a Cultural Affairs program will have been planned and instituted in each residence hall. Each residence hall will have at least two cultural affairs activities per academic year. This will be a continuing activity, under student direction, with review each spring and new planning ready each October.

Program Objective 4:

In keeping with emerging lifestyles in residential living that have included coeducational living, by August, 1973, a coed dormitory will be in operation. Plans will be formulated by March, 1973, with student participation in decisions respecting the coed dorm. Students desiring this type of living arrangement will be able to have the coed experience, and those desiring traditional living will also have this choice, insofar as choices can be accommodated.

Program Objective 5:

To meet the needs of an increasing number of married students attending Gallaudet College who cannot find suitable living in close proximity to the College, the Dean of Men and Dean of Women will investigate the need for housing for married students. By August, 1974, the Dean of Men and Dean of Women will share the results of their investigation with the Dean of Student Affairs and the Vice President for Long-Range Planning.

Program Objective 6:

By August, 1973, there will be an in-service training program in operation for all residence hall supervisors. This training program will continue on a twice yearly basis. In addition, residence hall personnel will be encouraged and given the opportunity to take courses from the Department of Counseling. These courses should be of value in providing better trained supervisors to work with students.

Program Objective 7:

In the busy environment of the College, there is often little time when a student can be alone in a quiet place to relax and meditate. By August, 1974, the Dean of Men and Dean of Women will have established a "Peace Room" in each of the residence halls. Such rooms will provide the students with the opportunity to find solitude whenever desired.

Program Objective 8:

Recognizing the need for suitable housing for supervisors required to live on campus, by August, 1974, the Dean of Men and Dean of Women will have met with the Director of Housing and developed plans for remodeling and enlarging the supervisors' apartments in Krug, Ely, Cogswell, and Peet Halls.

Program Objective 9:

By August, 1975, a committee invited by the Dean will present a plan whereby members of the faculty will be increasingly involved in residence hall life and programs.

Rationale:

This will be with the hope of greater involvement between students and faculty in an atmosphere less formal than that of the classroom. The increased interaction of students and faculty should provide immeasurable benefit to both students and faculty.

Program Objective 10:

Because the experiences and developmental needs of preparatory students at Gallaudet are not the same as those of college students, by August, 1978, the preparatory students will be housed in residence halls occupied only by preparatory students.

Rationale:

Such arrangements will provide an environment that is better geared to the needs of preparatory students and provide the special attention and atmosphere for self-growth leading to freshman standing in the College.

Program Objective 11:

By August, 1977, the Dean of Men and Dean of Women will have on their staffs in each residence hall a person with a master's degree. This will be in addition to the regular supervisory staff, and will have pre-counseling and dorm activity program duties.

Rationale:

Since the student spends a large proportion of his time in the residence hall, there is much opportunity for spontaneous dialogue to develop between students and counselor. This is especially true if the counselor is readily available and also involved in the on-going activities of the residence hall.

Program Objective 12:

The College has developed plans which include the building of new dormitories during the years of 1977, 1979, and 1981. As these dorms are completed and occupied, the Dean of Men and/or Dean of Women will hire and train the necessary staff for each dorm. Four full-time supervisors and two part-time supervisors will be required to staff each residence hall.

Program Objective 13:

The Dean of Men and Dean of Women will interview a random sample of graduating seniors each spring to determine the extent to which residence hall life contributed to their overall college growth. This will include a sample of students living off campus to ascertain the factors of potential value that accrued from such an experience. Where possible such experience will be incorporated into campus living opportunities.

Supporting Activity Objectives:

a. During the spring of 1974 the Dean of Men and Dean of Women will plan for the content of the exit interviews, and then interview a random sample of 30% of those students expected to complete graduation requirements that semester.

b. Each spring after 1974 the number of students interviewed will be increased by 10% until a total of 70% is reached in the spring of 1978.

HOUSING

The Director of Housing is directly responsible for the equipment and furnishings of the residence halls and the planning necessary to keep these items and the buildings in good repair. This involves not only liaison between administrators for planning priorities and needs, but also with them (and with students when possible) in the selection and ordering of proper and adequate furniture and equipment.

Program Objective 1:

By May, 1973, the Director of Housing in cooperation with the Deans of Men and Women will set up guidelines to provide for student involvement in the refurnishing and selection of additional equipment in residence halls.

Rationale:

This will permit students to better appreciate their on-campus residences as a place to live and to better appreciate their responsibilities for these buildings.

Program Objective 2:

Normal wear and tear on furnishings make it necessary to plan for replacement over specified periods of time. To accomplish this on a systematic basis, by August, 1976, a timetable will be designed so that proper budgeting will be possible.

Program Objective 3:

Building maintenance is a responsibility shared between Housing and the Business Office, Division of Physical Plant. However, certain items are necessarily anticipated years in advance. By May, 1974, a schedule of routine maintenance will be planned with the proper members of the Business Office staff.

Program Objective 4:

By August, 1977, the College will have the following conveniences installed in residence halls:

a. TTYs for student use
b. Doorbells
c. Improved kitchen facilities
d. Bulletin boards
e. Carpeting
f. Drapes
g. Air conditioning
h. Improved restroom facilities
i. Acoustical tile
j. Locked storage facilities
k. Strobe light fire alarm system

Rationale:

When the atmosphere in the residence hall is pleasand and safe, it is conducive to learning. The comfort of students in the residence hall influences their attitudes toward college and ultimately their academic performance.

STUDENT UNION

The Student Union offers for all students, and, to some extent the faculty and staff, a place where they can have not only individual activities such as reading and pursuit

of a hobby, but the opportunity for group activities as well. To this end, the Director of the Student Union plans for activities that will enrich student life in three broad areas -- cultural, social, and recreational.

Program Objective 1:

A plan providing for involvement of students and staff in planning for the Student Union will be implemented by the end of Fiscal Year 1973.

Supporting Activity Objectives:

a. To involve students and staff in the program planning of the Union, a Student Union Council will be established by May, 1973.

b. To assist in space use and major policy planning, a Student Union Board of Directors consisting of faculty and staff members as well as students will be organized by May, 1973.

Program Objective 2:

By January, 1974, the Student Union Director will have a plan for volunteer activity with such departments as Counseling and Placement, Social Work, and Psychology, as well as any other interested groups interested in such activity.

Rationale:

To better structure the learning process of both leadership and followership along with the awareness of working with and for others, the Director of the Student Union will work with other College departments in providing such experiences. This will be approached with both on and off-campus opportunities to serve others.

Program Objective 3:

By June 30, 1974, the Student Union Director will have a plan for the expansion of recreational activities and facilities in the Union, and implementation will have begun.

Program Objective 4:

By December, 1974, plans will have been made for once-a-semester talks on a current topic related to present and future life off campus, by both faculty and off-campus authorities. As a supplement, a coffee-house type activity will be held twice each month where similar discussions may be continued.

Rationale:

Sensitivity to life off campus is an area of concern to the overall educational process. To facilitate student awareness in this area of their present and future lives, the Union will activate a program of events that will bring in persons from the community.

Program Objective 5:

Forums designed to facilitate student and faculty discussions of Gallaudet topics will be planned four times each school year, beginning with 1974-1975.

Program Objective 6:

To aid in personal hobby growth, the Union will activate space for photography, ceramics, and similar crafts and hobby work. This will be possible only after the food service moves out. The earliest possibility will be the school year 1975-1976.

COUNSELING AND PLACEMENT CENTER

Program Objectives and supporting activities visioned for the Counseling and Placement Center are projected around the concept of a Human Resources Center. In this concept, the basic role of personal counseling with students will continue. The expanded role, however, will permit activities that further develop the abilities of the student as an individual, of the students as a group, and that provide non-confidential information about student opinion for the College. The information gathering function will be aimed at securing data that will be of help to the various departments, individual faculty members, and the administration in their planning for a well-balanced higher education program. This is not to be done with the idea of supplanting or replacing the responsibilities of others; rather, it will be an organized effort to help all segments of the campus community fulfill their respective roles with more information about the needs of the student body as felt by students.

Program Objective 1:

Over the next five years the Counseling and Placement Center will follow a planned program to obtain this information and make it a working tool for its own staff and available to the members of the College community in those areas pertaining to them.

Supporting Activity Objectives:

Target dates have been set for group meetings with students, information questionnaires and individual interviews, which will provide students with a non-threatening channel of communication. These activities will involve those persons responsible for coordination of information gathering within the College.

Program Objective 2:

The Counseling and Placement Center is in need of a central location that is within the traffic pattern of student life. Present campus buildings and available space do not provide much opportunity for a move, but with the anticipated construction of a Learning Center, and some other facility changes, a continued search for a new location will be undertaken. A target date will be for a change in 1978. A new location will also enhance counseling provided during non-school hours.

Program Objective 3:

By August, 1975, counseling services for students will be provided during the evenings.

Program Objective 4:

By 1976, plans will have been activated to research and make available to students more and better narrated media materials concerning career choices and in-training and employment experience for the various major fields of study offered by the College. This will be done in cooperation with the Department of Educational Technology, and the various college departments, but staffed by the Center. Also, in cooperation with the Dean for Research, the Placement Office will plan projects that investigate nationally the advanced study and career placement opportunities for Gallaudet graduates. The findings from such studies will, in turn, be used to further orient the student body and staff to career opportunities.

Program Objective 5:

By August, 1974, a cadre of student leaders will have been trained to run "self-study" groups whereby each student can more completely explore his own abilities, interests, and formulate plans from these to guide his college career. This will be a choice open to the student, but the way will be facilitated for him by providing a methodology of attaining this self-knowledge.

Program Objective 6:

As staffing permits, the Placement Office will expand its information and contact activities according to the following schedule:

a. On-campus interviews by employers, as listed in the College Placement Annual, will be solicited and arranged to commence with the 1973-1974 school year.

b. A Placement Calendar, which will contain all projected events concerning Placement, will be issued each two months starting August, 1973.

c. Workshops for seniors to sensitize them to the steps necessary in job seeking from the resume to the first day on the job will be provided beginning by October, 1973.

d. From the information gathered through interviews and other contacts with employers, the demands and expectations of industry and government personnel offices will be provided the various College departments during 1973-1974 to assist in curriculum revisions and course content changes as these may be indicated. This will be continued in an ongoing fashion with all departments contacted every two years.

Program Objective 7:

In the interests of overall community service, the Center will work with the Office of Public Service regarding ways in which direct service might be provided for the immediate metropolitan community in the area of counseling deaf people. In addition, consultative services, from Center staff, will be made available nationally. Discussions for both goals will be initiated by July, 1980.

Program Objective 8:

At the present time, standardized testing is conducted by several offices on campus. By August, 1974, meetings will have been held with offices now providing testing to explore the feasibility of a central test bureau for such testing. This will permit better student use of this type of information for self-understanding.

Program Objective 9:

By August, 1973, the Center staff will have initiated a proposal to the Vice President for Planning and Public Service to explore the existence of architectural barriers on campus in cooperation with Housing and other offices.

Program Objective 10:

By September, 1973, the Center Advisory Council will be expanded to include delegates from the dormitory councils, as well as from the class units, the SbG, the faculty, and the graduate programs.

Program Objective 11:

By August, 1977, the Center will begin conducting a series of encounter-type training sessions for students.

CHAPLAINS

At the present time, the Chaplains who serve Gallaudet students are sponsored entirely by their denominations, and the College provides only space and some additional facilities. This has been done on the basis of their service to students in a vital part of the lives of many people. During recent years, The American Association of Colleges has encouraged colleges to employ a person to coordinate the work of the campus ministries. For this reason, the following Program Objectives have been suggested to the Chaplains, including a proposal for the possible funding and utilization of a Coordinator of Campus Ministries.

Program Objective 1:

In Fiscal Year 1975, provide financial assistance for a Coordinator of Campus Ministries.

Supporting Activity Objective:

By June, 1973, establish a committee, with one of the campus Chaplains as chairman, which will explore the possibility of funding for a Coordinator of Campus Ministries and present a plan to the Dean of Student Affairs by October 1, 1973. Consideration should also be given to the possible funding of a secretary during the same year.

Program Objective 2:

The Chaplains and the Office of the Dean of Student Affairs will initiate meetings of concerned persons regarding approval of the Interfaith Center and explore funding possibilities by January, 1974.

Program Objective 3:

As a part of their overall responsibility to the deaf, the campus Chaplains will work toward establishing an Information Center, and programs of assisting minister trainees. They will also assist with the religious commission of the World Federation of the Deaf due to meet in Washington in 1975, and will research and develop new methods and forms of religious expression.

OFFICE OF THE DEAN OF STUDENT AFFAIRS

In addition to overall administration of the student personnel program, the Dean of Student Affairs endeavors to facilitate achievement of the objectives of the various student personnel sub-units, the active participation of students in determining the many facets of their life on campus, and the involvement of faculty in student life.

Program Objective 1:

Continue and intensify the involvement of other members of the Student Personnel Work groups on campus in activity planning and in budget preparation and justification. Beginning February, 1973, the directors of the sub-units will plan their budget requests for Fiscal Year 1975, and discussions of these requests will be the agenda of two staff meetings per month. The two other meetings each month will be for general planning activity.

Program Objective 2:

Facilitate the vital communication channel with rehabilitation counselors of Gallaudet students. This will necessitate the addition of a staff member with rehabilitation couseling experience and an understanding of the rules, procedures, and responsibilities of the rehabilitation couselor. Funding for the establishment of this position will be requested for Fiscal Year 1974.

Program Objective 3:

Establishment of a library of books and current periodicals for the use of Student Personnel Work staff members. This is to serve as a basis for in-service training programs, and for discussion sessions organized for professional staff members. In addition, plans for all-day staff meetings where general experience and reading notes can be compared. The first of these meetings will be held in mid-April, 1974. Successive meetings will be at the discretion of staff members, at least three times each year.

Program Objective 4:

Plans will be made with the Student Body Government for the establishment of monthly meetings during each school year with the Cabinet of the Student Body Government. These meetings will involve different members of the Student Personnel Work staff, and other faculty members to facilitate an exchange of ideas regarding the overall activities, regulations, and plans of the Student Body Government. These monthly meetings will begin in November, 1973.

Program Objective 5:

Better utilization of the computer as a means of storing and using data more effectively is to be explored under the leadership of the Dean of the College. The Office of the Dean of Student Affairs will endeavor to facilitate these efforts in any way possible. An initial project will be that of entering into storage test score data and vocational rehabilitation data. Both of these goals will be completed by January, 1974.

Program Objective 6:

There is need to better relate student organization structure and continuity within their own organizations. To this end, during 1973, each group will be asked to involve faculty advisers to a greater degree and work with these persons toward better structure of their organization and plans. This will permit faculty involvement in leadership development.

Supporting Activity Objective:

This planning will be completed by May, 1976.

Program Objective 7:

A Student/Staff Advisory Committee on the overall impact of student personnel work on campus will be activated by January, 1974. This group will provide ideas and information that will be helpful in communication both ways -- students to staff and staff to students. This will not duplicate or overlap with similar committees for residence halls, health service, and the like; rather, it will be advisory to the Dean.

Supporting Activity Objective:

This committee will meet at least six times per year, with definite dates set with the start of the second semester, 1973-1974.

Program Objective 8:

By May 1, 1973, the Dean of Student Affairs will initiate discussion with all unit administrators leading to a plan to develop better working relationships between various groups on the campus (faculty-students, administration-faculty, administration-students, deaf students-hearing students, hearing faculty-deaf faculty, business office-various groups, planning office-various groups, . .). The plan will include ways to promote the exchange of ideas among various people and groups on the campus. He will present the plan to the President by September, 1974.

Program Objective 9:

Evaluation and Updating - The Student Affairs Unit has developed a means for continual evaluation of its Program Objectives. The attached evaluation form provides for an evaluation of each Program Objective in a time schedule to be set up by division heads for each Program Objective. On-going revisions in Program Objectives can be made as needed and progress can be reviewed at specified times for each Program Objective. A yearly report will summarize the progress of each Program Objective and will be prepared by division heads within the Student Affairs Unit. The Dean of Student Affairs will make a compilation of the yearly reports and submit it by August 1 to the President of the College as a progress report from the Student Affairs Unit. This program will be implemented and in effect by the end of the 1973-1974 school year and each year thereafter.

PATTERN FOR EVALUATION OF DEGREE OF ACHIEVEMENT OF OBJECTIVES

OBJECTIVE	DATE TO BE ACCOMPLISHED	CHANGES OR POSTPONEMENT	PROGRESS REVIEWED	DATE OBJECTIVE ACHIEVED	MINIMUM AMOUNT TO BE ACHIEVED	ACTUAL AMOUNT ACHIEVED	YEARLY REPORT
Can be identified by number, code or actual writing of objective in this space		Ongoing revision of actual objectives and date to be accomplished do not indicate failure; lack of funds, personnel, etc. could be reasons for postponement or change of date; these need to be explained to justify not achieving objective.	Will vary depending on date of accomplishment; could be yearly, quarterly, monthly, weekly		Will vary from objective to objective		In summary fashion this reports the progress being made on each objective. This report is not a part of this form.

MASTER PLAN REPORT

Graduate School
Gilbert Delgado, Dean

PHILOSOPHY AND PURPOSE

The broad mission of Gallaudet is to serve deaf persons.[1] The role of the Graduate School in this mission is to train professional persons to the highest level possible, so that deaf people are provided with the quality service and leadership necessary to assist them to attain self-fulfillment.

The prime commitment of the Graduate School is to its students. Its orientation is one of service. It is based on the philosophy that through the preparation of skilled, sensitive professionals it will be contributing to the better quality of life for deaf children and deaf people in general. In its orientation to service, it recognizes the high priority of developing leadership among deaf people, so they more and more will help themselves. Thus, it will endeavor to develop in its students the principle of working with deaf people, not for them.

The student population consists of both hearing impaired and non-impaired students. It will continue to include this representation and in the future actively commit itself to student affirmative action in attracting a higher percentage of hearing impaired and other minority representation.

The professional training interests of the Graduate School will encompass the educational, social, psychological, and speech and hearing needs of deaf people. The guiding principle of developing programs will be a thorough assessment of need, job opportunities, and resources available. The Graduate School will respond to an identified need or a professional training program if it determines it is best suited for the undertaking. It will not and cannot respond to all needs.

STUDENTS

A. Population

In its commitment to students, service to deaf people, and the provision of quality instruction and equal educational opportunity, it is highly desirable that the Graduate School increase its efforts to attract capable deaf students and become more representative ethnically and geographically. There exists only a small handful of Black, Chicano, and native Americans who are professionals working with deaf people. Yet proportionally there are sizable numbers of deaf children who are from different ethnic backgrounds. The deaf professional is a positive influence, and deaf children and adults from minorities can identify with their own. The ethnically different deaf community is hardly visible and has been much neglected.

---

[1] Mission Statement, p. B-2.

The effectiveness of the Graduate School is demonstrated by the performance and placement of its graduates. The majority of new applicants are coming from east of the Mississippi. Though graduates find employment in all sections of the country and thus diffuse the training received at Gallaudet, distribution of graduates is proportionately less in the southwestern and western states.

Program Objective 1:

By June 30, 1973, the Graduate School will have completed a plan for increasing the diversity of its student population. It will interact with the College Affirmative Action Plan.

Supporting Activity Objectives:

1. A Student Development Committee will be appointed by the Dean by February 15, 1973. This committee will be responsible for synthesizing reports from the Department Chairmen and the Graduate Dean.

2. By March 1, 1973, each department of instruction will report to the Dean of the Graduate School on its plans for student affirmative action. More specifically, they will outline action steps to identify, select, and recruit Gallaudet undergraduate students for the Graduate School.

3. By March 15, 1973, the Dean of the Graduate School will develop a report on recruitment and public information strategies. This report will include input from faculty and students. It will address itself to solicitation of a more broadly representative student body through contacts by staff, media, and literature to colleges and universities enrolling deaf students, institutions with sizeable populations of minority persons, and broader dissemination of literature to the Washington Consortium and colleges and universities offering undergraduate preparation compatible with our graduate offerings. This will be in concert with the Office of Public Information and other appropriate units.

4. The Student Development Committee will prepare a report for the GSF on the Graduate School's recruitment procedures and results. This report will be distributed to the GSF prior to their first meeting in September 1973. These procedures will be in concert with overall College recruitment plans.

B. Support Services

In order to insure the success of students who meet acceptable admissions criteria but have academic or other problems, the Graduate School must provide a systematic program of support services. This includes interpreting, tutoring, counseling, notetaking, and other activities.

Program Objective 2:

By January 31, 1974, the Student Development Committee, working with the Dean of the Graduate School and the Director of Student Counseling, will develop criteria and procedures for student support services.

Supporting Activity Objectives:

1. By September 1, 1973, the Graduate School will identify sources and amounts of available funds for provision of support services.

2. By March 31, 1973, a grant proposal will be developed by the Director of Student Counseling in collaboration with the Graduate School and other units of Gallaudet, to the Bureau of Higher Education, United States Office of Education.

3. By August 31, 1973, the Dean of the Graduate School with the Director of Development will identify and request any endowment funds eligible to be used for support services.

C. Evaluation and Follow-Up

Much more information and data are needed with respect to performance of graduating students. The significance of complete and accurate feedback cannot be stressed too strongly. It has implications affecting curriculum, new programs, student welfare, etc.

Program Objective 3:

By January, 1974, an effective mechanism will be developed to assess performance of graduating students and the programs of the Graduate School.

Supporting Activity Objectives:

1. A study of present evaluation procedures will be completed by the Student Development Committee by March 31, 1974.

2. Procedures for obtaining information and data will be designed by the Student Development Committee and recommended to the Administrative Committee by October 15, 1974. These procedures developed in cooperation with appropriate campus groups will identify the data to be obtained, recommend how it should be used by which department or unit on campus.

D. Immersion

Each department of instruction will be expected to provide opportunities and incentives for students to interact with deaf children and adults on campus. This will include the Undergraduate College, the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf and the Center for Continuing Education. Students will be encouraged to belong to student organizations and attend meetings and functions of groups directed by deaf people.

NEW OR EXPANDED PROGRAMS

Proposals from Other Departments of Instruction for Graduate Study

The Graduate School will cooperate with any Department of Instruction in the development of graduate studies, on campus, through the Consortium of Universities, or other affiliated arrangements, given that such proposals have assessed the needs, studied the job market, identified campus and off-campus resources, and outlined a program of study.

The College has stated its commitment to professional development. The Graduate School supports this mission through its commitment first to its degree students. Further, the Graduate School has an obligation to attempt to meet the professional training needs of the College community itself. Thirdly, it has a role in upgrading the professional skills of persons in the metropolitan Washington area. Its priorities are ranked in the order stated.

An assessment of needs and priorities was made during 1971-72. Responses from 478 agencies, institutions, and organizations indicated the following needs in order of their priority.

--teachers of multiply handicapped deaf

--supervision/administration

--psychology (school and clinical)

--audiology (school and rehabilitation)

--vocational rehabilitation counseling

Graduate degree programs designed and supported in these general areas would stimulate a growth in students to the level of 250 to 300, by 1980. It is anticipated that federal grant funds will provide 80% support for new programs for the first three years. Some grant support, perhaps at the 25-50% level on a continuous basis, may be necessary. However, faculty/staff support will be assumed by the regular college appropriation by the third or fourth year after the programs are operational.

Program Objective 4:

By the 1974-75 school year, enroll approximately five students in a doctoral program focusing on two primary areas, initially, viz., school administration and educational research.

Supporting Activity Objectives:

1. During the summer of 1973, refine the prospectus for the course of study. In this process the Associate Dean for Research, selected consultants, faculty from the College and the Graduate School, and the Administration

will be involved. Also, since this will be a program affiliated with a Consortium university, the selected university will be much involved.

2. By October of 1973, prepare a proposal to be submitted to the U.S. Office of Education, Bureau of Education for the Handicapped, for a Program Development Grant to initiate the program.

3. During the summer of 1974, recruit for and appoint a Coordinator for the doctoral program.

4. By 1978 or 1979, apply for accreditation through the Middle States Association of Colleges and Secondary Schools.

Program Objective 5:

By 1980, the Graduate School will have implemented programs of graduate study in the five areas of need identified.

Supporting Activity Objectives:

1. The Department of Education, by December 1, 1973, will have developed a proposal to modify and/or supplement the program of study to provide training for teachers of the multiply handicapped deaf. The proposal will be submitted to the Bureau of Education for the Handicapped by January 1, 1974. Students will be expected to enroll for this program during September 1, 1975.

2. By September 1, 1977, the Department of Counseling will begin implementation of a master's degree program for vocational rehabilitation counselors for the deaf.

3. In cooperation with the Associate Dean for Research, the Department of Education will conduct a study of a program in administration/supervision. This study should determine the type and degree level of the program, sequence of courses and internships, and resources needed and available. This study will be completed by July 1, 1974. A proposal for planning support will be prepared by January 1975. Students will be expected to begin the program about September 1, 1976.

4. By January 1, 1974, the Department of Audiology and Speech will have completed a study to determine the need for audiologists in schools and programs for the hearing impaired. The study should identify the need for expanding or redirecting the present clinical audiology program.

5. By June 1, 1978, a study will be completed by the Graduate School to provide a needs assessment and suggest a course of study for the preparation of school and clinical psychologists in the area of deafness.

CURRICULUM

The words "relevance" of instruction and "accountability" are overused, but by now have become bywords in education. These emphases have resulted in performance based or competency based programs of study. The most significant factor of this trend is that it provides a method to evaluate and measure actual competencies or work performance. This is a very positive and new dimension in education. It is highly desirable that all departments of instruction in the Graduate School move towards competency based curriculum design.

Program Objective 6:

By June, 1975, all departments of instruction in the Graduate School will have determined if they will move to competency based curriculum (CBC).

Supporting Activity Objectives:

1. The Department of Education is in the process of implementing competency based curriculum. Implementation should be completed by June 30, 1974.

2. By June 30, 1974, the Curriculum Committee in cooperation with the Associate Dean for Research will assist each department to determine the advantages of CBC. If a department decides to move in this direction, the Committee will assist in the following action steps to be completed by July 1, 1976:

--a thorough task analysis to determine competencies

--an evaluation of present courses and their relation to competencies and certification requirements

--broaden the resource base by consulting with other universities who are using CBC

--establish ties with professional organizations, such as AACTE, to capitalize on these resources as well as to see the "larger picture"

--identify methodology to evaluate the effectiveness of CBC

RESEARCH

In its orientation to research, the College recognizes the need to develop in potential leaders capabilities with regard to understanding existing research findings, developing solvable problems on deafness, testing methodologies, and designing ways to relate research to practice.

Program Objective 7:

By September 1, 1974, the Associate Dean for Research in cooperation with the Research Committee, faculty, students, advisory committees, consultants, and major units heads will present to the President, and to the Board of Directors and faculties as appropriate, a master plan for research at Gallaudet. This plan will include strategies to involve faculty and graduate students in research activities.

Supporting Activity Objectives:

1. By January 31, 1974, a study of extant research in deafness will have been completed.

2. By April 30, 1974, research priorities, resources (expertise, capabilities, funds), internal and external needs will be identified.

3. By June 30, 1974, materials, sources, and comprehensive references will be identified, obtained, assembled, and catalogued appropriately. This will be the base for a clearinghouse on research in deafness. The long-range plan would involve cooperative efforts with the Edward Miner Gallaudet Library and the computer center.

4. By March 1, 1974, complete an analysis of the master plans of instructional departments and the major administrative units, building them into the research master plan where appropriate and feasible.

5. By April 1, 1974, develop a plan with the Research Committee to provide training and assistance to faculty expressing an interest in doing research.

6. By May 1, 1974, develop plans with the departments of instruction of the Graduate School for research training, course work, assistantships, seminars, etc., involving graduate students.

FACULTY

A. Recruitment

Program Objective 8:

To deal effectively with the problem of recruiting sufficient faculty who have expertise in the field of deafness and at the same time providing input through the fresh insights of those from outside this specialized area.

Supporting Activity Objective:

1. By October 30, 1973, the Subcommittee of the Administrative Committee will develop procedures for recruitment of faculty designed to accomplish Program Objectives 8 and 9. It will submit its report by February 28, 1974, to the Administrative Committee.

Program Objective 9:

In accord with College policy for Affirmative Action, to attract and recruit qualified staff who are women or minority group members.

B. Personnel Development

Interaction and communication among faculty members are critical to effectiveness. In addition, in-service training for the purpose of upgrading instruction and creating awareness to current educational trends, innovations, methodologies, and policies is very important. These areas can be combined under a systematic sequence of faculty workshops.

Program Objective 10:

The Faculty Committee will conduct a survey of the Graduate School Faculty to plan a series of workshops for 1973-74. It will complete its survey and develop a schedule of topics, places, dates, and times, by May 15, 1973.

Supporting Activity Objective:

1. A retreat of the Graduate Faculty will be held before March 30, 1973, to discuss selected professional topics and to elicit suggestions from the faculty on other areas on which it might focus during 1973-74.

C. Governance

The Graduate School Faculty has appointed an ad hoc committee to explore the feasibility of a merger with the Undergraduate Faculty, resulting in a combined collegiate faculty. The Dean of the College has also suggested such an arrangement. Until a determination on this is reached, since a merger would entail revision of by-laws and faculty guidelines, the Graduate School will function under its existing governance.

Program Objective 11:

The Ad Hoc Committee on Merger will study the feasibility of merger and will submit a report with its recommendations to the Graduate School Faculty on March 20, 1974.

D: Evaluation

Present performance evaluation procedures are inconsistent and of questionable value for decision-makers. Colleague and administrative evaluation is sketchy, and faculty evaluation by students does not exist although some departments are beginning to formulate procedures for evaluation of faculty by students.

Program Objective 12:

By November 15, 1973, the Administrative Committee will select an ad hoc committee or impanel an expanded Faculty-Student Committee to prepare a report on existing evaluation procedures and recommend to the committee a consistent plan for the Graduate School. This report will be presented to the Graduate School Faculty in June, 1974.

PROGRAM EVALUATION

Program Objective 13:

On an annual basis the Graduate School will conduct a self-evaluation to determine its accomplishment in relation to its stated objectives with regard to students, new or expanded programs, curriculum, research, faculty, and intra-college relationships. This report will be submitted by August 1 of each year to the Office of the President.

Supporting Activity Objectives:

1. On the basis of the annual self-evaluation, the Graduate School will review and update all objectives in its master plan, and report the changes to the Office of the Vice President for Planning and Public Service by October 1 of each year.

2. As soon as departmental master plans are refined for inclusion in the College Master Plan, each department of instruction in the Graduate School will set up an annual self-evaluation process and submit a self-evaluation report to the Dean by May 1 of each year.

PROGRAM PLANNING AND COORDINATION

Program Objective 14:

To utilize PLANTRAN II models for planning, budgeting and coordination of activities.

Supporting Activity Objectives:

1. By June 30, 1973, with assistance from the Office of the Vice-President for Planning and Public Service, the Dean of the Graduate School will complete and try out a sample PLANTRAN II model for use in budget projection and analysis.

2. By June 30, 1974, the PLANTRAN II budget projection model will be refined and improved to take into account more sophisticated enrollment projection methods and lost factors interrelated with those of other units.

Program Objective 15:

To develop more effective working relationships between the Graduate School and other major units, i.e., Pre-College Programs, undergraduate programs and Continuing Education. The Graduate School will cooperate with other units that have accepted responsibility for specific objectives in connection with improvement of working relationships and areas of overlap. In addition it assumes responsibility for the following objectives.

Supporting Activity Objectives:

1. By October 30, 1973, the Dean of the Graduate School (in conjunction with the Vice President for Planning and Public Service and the Dean of Continuing Education) will make recommendations to the President on the nature, scope, and future direction of Gallaudet's international impact.

2. By January, 1974, the Dean of the Graduate School (in conjunction with the Dean of Pre-College Programs, the Dean of Student Affairs and the Dean of Continuing Education) will make a report to the President on the desirability, feasibility, and scope of pre-college participation in the practicum and internship activities of the Graduate School.

MASTER PLAN REPORT

Office of the Dean of Pre-College Programs
Doin E. Hicks, Dean

The Pre-College Programs consist of the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), established by Public Laws 91-587 and 89-694 respectively. The legislative mandates reflected within these public laws assign the Pre-College Programs the roles of: (a) serving as laboratories for educational experimentation and change by developing and validating innovative management and instructional models; (b) disseminating working models to the professionals engaged in education of the deaf; and (c) educating preschool through high school age deaf individuals.

The constituency of the Pre-College Programs in the performance of these roles include more than 50,000 deaf students presently in school and their families and the 10,000 professionals who work directly with deaf students as well as thousands of persons in peripheral professions and thousands of non-deaf students who have communication disorders. It is assumed that the students, their families, and the staff of the Pre-College Programs provide a representation of this constituency.

The program plans of this office for the next five-ten years have been summarized under five headings: (1) Management; (2) Instruction; (3) Development of Innovative Curricula, Instructional Materials and Teaching Strategies; (4) Research and Evaluation; and (5) Dissemination.

MANAGEMENT PROGRAMS

Purpose:

The management programs of the Pre-College Programs are concerned with providing for the optimum utilization of all available fiscal, physical, and human resources. When this purpose is combined with the implications of the charges inherent in "model" and "demonstration," the management programs take on an additional dimension. The models which should evolve for the management of fiscal affairs; staff recruitment, selection and training, as well as the planning and building of innovative physical facilities, must be of value to the constituency of the Pre-College Programs in addition to effectively serving for the management of the day-to-day operation of the programs described within this report.

Objectives:

1. Construction of the MSSD Academic and Physical Education complex will be completed in Fiscal Year 1976. Construction of the remainder of the MSSD facilities (principally residence halls), which were delayed due to lack of funding, will be completed as soon as possible thereafter.

2. Plans for the construction of the permanent KDES facilities will be completed early in Fiscal Year 1974. Funds for construction will be requested in the Fiscal Year 1975 budget with a projected completion date of two years following receipt of funds.

3. Fiscal management, planning and evaluation systems will be implemented, both for the MSSD and KDES, by Fiscal Year 1975. The systems will have major elements in common but will differ relative to the varying relationships of the two units to legislative mandate and population served.

4. Computer based accounting systems will be completed and refined by Fiscal Year 1975, providing both completeness and flexibility in financial management and reporting.

5. Management by objectives models for planning at all staff levels in Pre-College Units will be completed and implemented by Fiscal Year 1976. At the administrative level this system will achieve a high level of sophistication such that the principles of a program, planning, budgeting, and evaluation System will have been implemented.

6. Participation in the Academy of the American Association of School Administrators seminar programs will be realized by the management personnel in the Pre-College Programs. By Fiscal Year 1976 each of eight administrators will have received certificates of completion for one or more areas of management training.

7. Organization and role definitions of all staff positions and the inter-relation of program elements of the Pre-College units will be developed and implemented by Fiscal Year 1976.

8. Guidelines for staff recruitment and selection including an Affirmative Action Plan will be developed and implemented by Fiscal Year 1974.

9. Guidelines for the merger of the Gallaudet College Pre-School with the KDES will be developed during Fiscal Year 1974. These guidelines will be, in part, contingent upon the KDES construction program and will be fully implemented concurrently with completion of that construction.

10. Working relationships with all major social, health, and related agencies in the national capital region will be established for purposes of extended services to students of Pre-College Programs. This activity will be 80 percent complete by Fiscal Year 1976.

11. Foster home and group home placements for 20 KDES students and 30 MSSD students will be realized by Fiscal Year 1977.

12. Comprehensive assessment programs including medical, social, psychological and educational components will be available to all Pre-College students by Fiscal Year 1977.

13. Joint developmental activities, particularly in the areas of mediated curricular materials and their evaluation, with the National Center for Educational Media and Materials for the Handicapped, will be initiated in Fiscal Year 1974 and increase in scope each succeeding year for the ensuing five years.

14. Models for management of decision-making will be completed in Fiscal Year 1975. The models will ensure broad staff and constituent participation while preserving the integrity of the administrative role.

15. Interim facilities will be provided for the maintenance of the KDES program during the reconstruction and expansion of the present facilities during Fiscal Years 1975 and 1976.

16. Budgets for Pre-College programs will be developed during each of the next five years which provide for extensive but orderly growth, and which will permit achievement of fully operational and demonstration status in the shortest possible time.

17. A continuous monitoring system for all Pre-College Programs using both internal personnel and third party evaluators will be effected. The information gained will be utilized for planning purposes. (Initiate in Fiscal Year 1974)

18. A summer camp program, based on principles of educational/social recreational development will be provided annually for Pre-College students. This will be developed in cooperation with the Director of Youth Relations at Gallaudet College, and will include 90 percent of all students above age eight by Fiscal Year 1978.

19. A program of staff evaluation will be formally initiated on a pilot basis in Fiscal Year 1974. Full implementation will be achieved in Fiscal Year 1976.

20. By September 1973, the Dean of Pre-College Programs (in conjunction with the Dean of the College) will establish a "Council of Administrators of Educational Technology Programs. By January 1974, this council will present to the President suggested guidelines for effective utilization of total campus educational technology resources.

21. By July 1, 1973, the Dean of Pre-College Programs will, in coordination with the Dean of the College and the Dean of the Graduate School, submit a report to the President on the near-term status of the Pre-School Program.

22. By January 1974, the Dean of Pre-College Programs (in conjunction with the Dean of the Graduate School) will submit to the President a suggested position statement concerning audiological and hearing aid services on the campus. This statement will be based on the report on this topic from the Dean of Pre-College Programs to the President dated September 28, 1972. Moreover, it will delineate services to be provided at each of the three audiological units, propose specific ways in which communication between the units can be improved, provide cost information on outside major repair service and identify sources of funds which will enable students to obtain adequate amplification devices.

23. Expanded and mutually beneficial relationships with College-level programs will be planned and implemented in several additional areas during Fiscal Year 1974 and thereafter, as follows:

a. Exchange of ideas through General Faculty, Senate and joint committee activities, as well as through less formal contacts.

b. Fiscal management and physical facility service and utilization.

c. Secondary school - college preparatory programs.

d. Library/resource center services.

e. Media production services (including graphic, photographic, and television).

f. Communication programs relating to needs of deaf students.

g. Public relations and public service programs.

h. Community relations programs.

i. Parent education, relations, and participation programs.

j. Social and recreational programs.

k. Professional pre-service and in-service training programs.

l. Research programs.

m. Use of outside individuals and agencies for consultative and evaluative programs.

INSTRUCTIONAL PROGRAMS

Purpose:

The instructional programs provide direct instruction within a laboratory setting to a population of deaf children and youth. The KDES provides instruction to children of preschool age through the age of fifteen who reside within the Washington metropolitan area. The MSSD provides instruction to deaf youth from the ages of fourteen through nineteen who reside within the area consisting of Virginia, West Virginia, Maryland, Delaware, Pennsylvania and the District of Columbia.

The instructional programs encompass a broad range of coping and processing skills, in addition to those of a purely cognitive nature. The instruction is individualized insofar as possible, and the learning environment is structured to stimulate the student's thinking, curiosity for exploring situations and his ability to discover solutions to problems and relationships among things, people and ideas. The instructional program must be in the framework of an exemplary, comprehensive elementary and secondary program which will: (a) prepare deaf students for college and other post-secondary programs, (b) prepare terminal, non-college bound deaf students for employment and/or continuing career development, and (c) prepare deaf students to be independent and contributing members of society.

The parents of deaf students share with the school the responsibility of serving as a bridge between the deaf child and the hearing world; therefore, parent education programs designed to assist the parents in discharging this responsibility are an integral part of the instructional programs.

Objectives:

1. When fully operational in Fiscal Year 1980, the Pre-College Programs will be able to provide instruction to 160 infant, preschool, and primary students, 140 elementary students, and 600 secondary school students.

   a. The maximum enrollment of 300 for the KDES will have been realized. (Fiscal Year 1980)

      (1) Seventy percent of the eligible hearing-impaired infants and preschoolers in the Washington, D.C. area will have been identified and enrolled in the preschool program. (Fiscal Year 1980)

      (2) Enrollment in the primary and elementary programs will be increased by at least 20 percent annually until capacity is reached. (Beginning Fiscal Year 1976)

   b. The maximum enrollment of 600 students for the MSSD will be realized. (Fiscal Year 1980)

      (1) Enrollment in MSSD will be increased 100 percent upon completion of the permanent facilities. (Fiscal Years 1975 or 1976)

      (2) Enrollment in MSSD will be increased by an additional 50 percent for a total of 450-500 students. (Fiscal Years 1976 to 1978)

2. In order to accommodate this increased enrollment, the residence programs will be expanded to provide a home-like setting for those students who, by reason of distance or family circumstances, require residential placement. The residence programs will be expanded as follows:

   a. The residence program of the MSSD will be expanded to provide a home-like setting for up to 450 students in dormitories, group or foster homes. (Fiscal Year 1978)

   b. The KDES will initiate a residence program which will provide group or foster home placement for up to ten percent of its students. (Fiscal Year 1978)

3. Provide highly individualized instruction for all students enrolled. The realization of this major objective requires extensive diagnostic data on each student, an extensive array of book and non-book materials and equipment, flexible instructional areas, teachers highly skilled in diagnostic and prescriptive procedures, and the support services of varied specialists.

   a. Individualized instructional programs will be provided for all KDES students. (Fiscal Year 1978) The following objectives will make this possible:

(1) Multidisciplinary teams consisting of educators, psychologists, social workers, audiologists and medical specialists will provide a diagnostic data base on 80 percent of the students for use by teachers in prescribing instruction. (Fiscal Year 1978)

(2) The Computer Assisted Instruction will be expanded in the areas of language and science with 60 percent of KDES students receiving prescribed instruction. (Fiscal Year 1978)

(3) A comprehensive data storage and retrieval system for instructional behavioral objectives will be implemented for use in prescribing instruction. (Fiscal Year 1978)

(4) Individual instruction in speech therapy and auditory training will be provided for 75 percent of the students. (Fiscal Year 1978)

(5) All students will receive comprehensive audiological evaluations twice a year, otolaryngological evaluations once a year, and the performance of all individual hearing aids and group amplification systems will be evaluated quarterly. (Fiscal Year 1978)

(6) A complete medical data file on each child will be developed and at least 50 percent of the students will undergo complete medical examinations including pediatric, otolaryngologic and ophthalmic evaluations as needed. (Fiscal Year 1976) By Fiscal Year 1980, all students will be receiving these evaluations as needed.

(7) Psychological assessment will be completed on each student. (Fiscal Year 1978) Beginning in Fiscal Year 1974, 20 percent of the students will have psychological assessments annually.

(8) Flexible open space instructional areas will be provided for KDES students from ages five to ten years, who function effectively in such a setting. This open space setting will provide opportunity for individualized instruction, small and large group instruction, and independent study. (Fiscal Year 1978)

(9) Flexible open space instructional areas will be available for those KDES students over ten years of age who function effectively in such a setting. (Fiscal Year 1978)

(10) The KDES Learning Resource Center will be upgraded to meet the standards set forth in Standards for Library Media Centers in Schools for the Deaf (U.S. Office of Education, 1967). (Fiscal Year 1976)

(11) The professional staff will be increased to include all needed medical, social, audiological and psychological disciplines by Fiscal Year 1978. During the interim, the services of these specialists will be provided on a consultant basis.

b. An individualized instructional program which provides for a wide range of skills, interests, and post-secondary goals will be available for all MSSD students. (Fiscal Year 1980)

(1) The curricula of the MSSD will be expanded horizontally and vertically in order to prepare students for varying post-secondary goals to provide for varying student interest. (Fiscal Year 1978)

(a) A minimum of ten prevocational courses will be available to MSSD students. These courses will include, but not be limited to, woodworking and metal, business, graphics, design and photography. (Fiscal Year 1976)

(b) Ninety percent of the MSSD students will have participated in a workstudy program prior to leaving the MSSD. (Fiscal Year 1977)

(c) A minimum of 60 courses in 14 academic areas will be available to the MSSD students. (Fiscal Year 1980)

(d) Interdisciplinary courses of study will be available as an alternative course of study for ten percent of the MSSD student body. (Fiscal Year 1978)

(2) Fifty percent of the MSSD students will be scheduled for individual study, 25 percent of the school day. (Fiscal Year 1978)

(3) All MSSD students will receive comprehensive visual evaluations and those students identified as being in need will participate in a program of visual training. (Fiscal Year 1975)

(4) A handbook of community resources for prevocational experiences and academic enrichment will be completed and available to the students and staff for use in planning individualized courses of study. (Fiscal Year 1976)

(5) The MSSD scheduling will be computerized, providing an individualized, flexible schedule for academic and prevocational experiences. (Fiscal Year 1976)

(6) All present faculty members whose pre-service training is not complete will have completed an inservice program including, but not limited to, psychology of deafness, audiology, instructional systems, curriculum development, learning theory and principles, and diagnostic and prescriptive teaching. Staff members added during this time will complete these activities within three years after joining the staff. (Fiscal Year 1977)

(7) A twelve-month instructional program will be available to all students with individual students being able to elect when they wish to take vacation. (Fiscal Year 1976)

(8) A student and staff exchange program will be implemented with ten persons per year participating in instructional programs in other schools or countries. (Fiscal Year 1978)

(9) Students will be represented on all major committees concerned with curriculum, instruction, and community involvement. (Fiscal Year 1975)

(10) One hundred percent of students will have participated during their stay at the MSSD in an educational/social/recreational program providing for interaction between the students and outstanding deaf adults. (Fiscal Year 1976)

(11) A communications profile will be available on all students for use in prescribing instruction. (Fiscal Year 1976)

(12) Complete psychological assessments will be provided on students, as needed. (Fiscal Year 1975)

(13) A system for summarizing and supplementing the clinical and educational data accrued on students prior to entering the MSSD will be developed and implemented. The faculty will use these data to assist in prescribing instruction and in providing supportive services to students. (Fiscal Year 1975)

(14) The following educational technological systems will be available to students and faculty for use in developing and providing individualized instruction: educational television, a retrieval system for educational materials; computer assisted instruction; amplification systems to accommodate hearing impairment; visual paging and communication facilities through combined use of teletype, telephone, and television; and personal safety signaling systems using non-auditory stimuli. (Fiscal Year 1977)

4. Involvement of parents in program development and in parent education programs is a major objective of the Pre-College programs.

a. Fifty percent of the parents of KDES students will be involved in, or have completed, a training program to enable them to facilitate their child's education. (Fiscal Year 1978)

b. The report of the task force appointed to recommend a master plan for parent involvement in program development and parent education programs will be completed. (Fiscal Year 1973)

c. This master plan for parent involvement will be finalized and fully implemented. (Fiscal Year 1975)

5. The quality of the instructional programs will be upgraded during the period of this plan. The quality of the program is measurable in terms of student achievement and to the extent which it serves the student's needs.

a. The mean score on standardized tests for KDES students will be two grade levels higher than the 1972 mean score for students of a similar age. (Fiscal Year 1978)

b. Each student completing the KDES program will have as an option in his/her career planning a minimum of one secondary or one vocational program for which he/she will be accepted if he/she so elects. (Fiscal Year 1974)

c. Each graduate of the MSSD will have as an option in his/her career planning a minimum of one advanced program or one vocational program or one job opportunity for which he/she will be accepted if he/she so elects. (Fiscal Year 1977)

INNOVATIVE CURRICULA, INSTRUCTIONAL MATERIALS AND TEACHING STRATEGIES

Purpose:

These programs provide for the development of materials, and strategies which will result in the present level of academic achievement as well as the social and emotional development of deaf children and youth throughout the nation being significantly increased. Before this purpose can be satisfied on a national level, the materials, and strategies must be developed, evaluated, and disseminated. It is the first step of this process with which these programs are concerned.

Objectives:

1. A system of individual instruction will be developed and implemented which, by 1980, will have achieved for each Pre-College student a learning environment based on the following principle:

> Individualized instruction is occurring when for each student, in every learning situation, each of his learning variables is being helped to operate at its maximum potential by making available to him all the relevant instructional variables.

Operationalizing this principle will be measured through evidence of student growth in a variety of cognitive and affective areas. Local and national normative data will be a major resource from which comparative judgements on program effectiveness may be made. A number of strategies will be utilized as a means of increasing the nature and degree of individualizing such that a realistic attainment of the above stated principle may be realized:

a. A broad, performance-based curriculum with extensive utilization of materials prepared in packaged formats and providing for multi-media systems as aids to instruction.

b. Differentiated staffing patterns with extensive use of teams of teachers and supportive personnel both for instruction and curriculum development.

c. Experimental grouping procedures which do not rely on the conventional measures of grade, course, and size.

d. Variable credit, and different entry and exit levels for many elementary and high school program elements.

e. Resource centers with extensive and varied holdings and with provision for utilizing the community as a resource.

2. A model for the development of instructional materials to be known as the Instructional Development System has been developed. This model will be pilot tested in Fiscal Years 1973 and 1974 and final implementation will occur in Fiscal Year 1975. The model includes:

a. Teams of staff members to include, but not limited to, Instructional Design Specialists, Content Specialist (teachers), and Evaluators. Through differentiated staffing strategies, team members are to be identified and assigned.

b. The product of the team efforts is packaged instructional materials and strategies which must meet a rigid set of criteria. Each package is based on a group of given performance objectives.

c. Pilot testing and evaluation and resultant revision procedures are carried out by the team prior to the materials being released for field testing and dissemination.

d. Coordination of the system includes participation by the National Center for Educational Media and Materials for the Handicapped.

RESEARCH AND EVALUATION

Purpose:

The purposes of these programs are two-fold: planning and conducting basic and applied research in the area of deafness and the education of the deaf; and the formative and summative evaluations of all of the other programs described within this report.

Objectives:

1. Language development measures of deaf adolescents will have been validated and made available to the staff. (Fiscal Year 1976)

2. A self-rating scale which employs both pictorial and verbal presentations for measuring changes in affective behavior will have been validated and field tested. (Fiscal Year 1975)

3. Procedures for selecting, monitoring and evaluating faculty initiated research projects will have been refined and implemented. (Fiscal Year 1974)

4. Individual and group achievement tests for measuring mastery of concepts, processes, and skills which are present in the Pre-College curricula of major areas will have been validated. (Fiscal Year 1977)

5. A pilot study of the effectiveness of open space instructional areas, both for elementary and secondary education of deaf students will have been completed. (Fiscal Year 1976)

6. A program of formative and summative evaluation of instructional materials being developed by the staff of the Pre-College programs will have been fully implemented. (Fiscal Year 1975)

7. A follow-up study of all MSSD graduates will be initiated and updated annually. (Fiscal Year 1976)

8. An individualized program of formative and summative evaluation of student progress will have been designed and initiated. (Fiscal Year 1980)

9. A program of formative and summative evaluation of emerging managerial models will have been developed and implemented. (Fiscal Year 1978)

10. An ongoing evaluation of staff training programs and parent education programs will have been initiated. (Fiscal Year 1976)

11. A liaison and procedures will have been established for field testing the instructional and managerial models being developed by the Pre-College staff. (Fiscal Year 1974)

12. A study of the effectiveness of the admission criteria for predicting academic success at the MSSD will have been completed. (Fiscal Year 1976)

13. A pilot study of the effectiveness of the CAI mathematics, language, and logic programs now in use will have been completed. (Fiscal Year 1975)

14. A continuing study of the effectiveness of a 12-month instruction program will be initiated. (Fiscal Year 1976)

15. A pilot study of the teacher strategies and behaviors used with deaf children will have been completed. (Fiscal Year 1976)

16. Individualized evaluation of student achievement will be conducted annually on all Pre-College students. (Fiscal Year 1976)

17. The Pre-College master plan will be up-dated on an annual basis beginning in Fiscal Year 1974. An annual report will be prepared which indicates the degree to which specific objectives have been achieved and will furthur indicate any objectives to be dropped and new objectives to be added.

DISSEMINATION PROGRAMS

Purpose:

The concepts of "model" and "demonstration" have many implications, but in essence denote influence through example and through sharing. This is dissemination at its highest level and requires a continuous flow of information and of human resources into and out of the schools -- an interaction between the schools and their constituency which, in this case, is the profession of the education of the deaf. It then is the task of the Pre-College Programs to demonstrate working models and to disseminate this information to the profession. Dissemination may take various forms: through the publication of informational and instructional materials; through the inclusion of persons from the profession in the programs at the MSSD and KDES for the purpose of working with materials and staff; through the involvement of Pre-College personnel in other schools and programs for the purpose of demonstrating materials and methods.

Objectives:

1. In cooperation with the National Center for Educational Media and Materials for the Handicapped, a program for distribution of Instructional Packages to other schools will be developed in Fiscal Year 1974. By Fiscal Year 1975 a minimum of ten sets of packaged materials will have been distributed to 200 school programs. The quantity of materials distributed will increase by at least ten percent in each of the following five years.

2. Dissemination teams will be established to visit other schools and programs for the deaf to implement programs and materials developed in the Pre-College Programs. In Fiscal Year 1974 a minimum of five such visits will be made. This service will be increased by a minimum of 20 percent in each of the following years until a level of 12 - 15 such projects is achieved.

3. Professionals from other schools will visit the Pre-College Programs for short or extended periods of time to interchange information, and to study programs being developed in the Pre-College Programs. Such visits will be initiated in Fiscal Year 1974 and expanded to a level of 15 schools (groups/individuals) per year upon completion of Pre-College physical facilities in Fiscal Years 1976 and 1977.

4. Assistance will be provided to other schools and programs in various areas of management. During Fiscal Years 1974 - 1977 several management models will be implemented and made available to other programs in the form of printed materials and accompanying technical assistance. Such models will include:

a. A computerized accounting and financial reporting system. (Fiscal Year 1974)

b. A system for planning/budgeting and evaluating programs so that cost justification may be realized. (Fiscal Year 1976)

c. Procedures for decision-making which provides for broad utilization of human resources. (Fiscal Year 1975)

d. Procedures for staff recruitment and selection that will ensure the procurement of the best available talent, and will prevent discrimination against minority groups. (Fiscal Year 1975)

5. Assistance will be provided other schools in educational specifications development (Fiscal Year 1974), physical plant planning (Fiscal Year 1974), and innovative utilization of educational space as it relates to openness, flexibility and multiple function (Fiscal Year 1977).

6. The Office of Public Information will expand its scope of activities to accommodate the needs of the Pre-College Programs by:

a. Coordinating (in cooperation with the Campus Visitor Center) the visits of all individuals and groups to Kendall Green who wish to include the Pre-College Programs in their itinerary. (Fiscal Year 1974)

b. Expanding efforts to bring the Pre-College Programs to the attention of news media. It is anticipated that the initiation of Pre-College construction in Fiscal Year 1973 will cause an immediate increase in coverage by major newspapers and by television. The number of follow-up stories on various facets of the Pre-College Programs is expected to reflect this new level of interest. News release service will be expanded to cover all major Pre-College Program activities that are judged newsworthy.

c. Providing editorial and technical assistance to all current publications of the Pre-College Programs: newsletters, reports and periodic brochures. In addition to contributing materials to Gallaudet Today, a new publication will be developed for the Pre-College Programs.

d. Expanding assistance in the distribution of educational materials that are developed within the Pre-College Programs, both in the area of technical assistance and liaison.

MASTER PLAN REPORT

Center for Continuing Education
Thomas A. Mayes, Dean

The Center for Continuing Education at Gallaudet College has three related goals:

> to develop and maintain a model demonstration program in continuing education for hearing-impaired persons in the national capital region;
>
> to prepare special instructional materials for wide general use;
>
> to provide leadership in organizing and implementing continuing education opportunities as requested by various communities.

Pursuant to these goals are the following measurable program objectives under the general headings of resource development, program development, materials and curriculum development, consultative services and personnel development, and evaluation.

RESOURCE DEVELOPMENT

Program Objective 1:

The resources for continuing education -- educational agencies and funding organizations -- of the greater Washington areas will be mobilized to effectively serve the needs of deaf adults in the area.

Rationale:

More than a dozen school districts, colleges and universities in this area are presently sponsoring over 2,500 classes and activities each semester with the support of private, local, state, and Federal funds. These sources could and should be made available to deaf adults. Deaf adults, like all citizens, pay taxes, participate in charitable giving, and rightfully deserve a return for their investment.

Supporting Activity Objectives:

1. By June 30, 1973, the Center will have recruited sufficient community support to cover at least 80 percent of the teaching and service costs for at least 40 courses and activities each semester. This level of support will be maintained each semester thereafter.

2. By September 1, 1973, the Center will have designed and implemented an orientation short-course for adult education teachers and administrators not familiar with working with deaf persons. This course will be given before the start of each semester to all new program staff.

3. By June 30, 1974, after preliminary planning meetings with the Office of Sign Language Programs, the Center will have transferred all responsibility for interpreter assignments in continuing education activities to that office.

4. In cooperation with the Office of Development, the Center will obtain each year private community financial support to cover at least 50% of the program's interpreting costs.

5. By September 1, 1973, the Center will have developed procedures (for dissemination, scheduling, admissions, cost coverage, and interpreting) for the participation of deaf adults in programs offered by the adult education or extension divisions of the University of Maryland and the universities in the District of Columbia Consortium.

Program Objective 2:

By September 1973 the Center will have prepared guidelines for implementation of courses and learning activities by the various units and departments of instruction of Gallaudet College.

Rationale:

Twenty departments and units of the College have expressed interest in participating in the offering of continuing educational activities for adults not regularly matriculated in the College. It is only logical that the wealth of talent, knowledge, and research in the world's only liberal arts college exclusively for the deaf should serve the needs of deaf persons at all levels.

Supporting Activity Objectives:

1. After a meeting (April 1, 1973) of the Center's Committee on Campus Resources, suggestions and information will be gathered for discussion with the Deans of the College, Graduate School, and Pre-College Programs regarding:

a. Non-credit status

b. Non-degree credit status

c. Teaching cost coverage

d. Student fees

e. Admission procedures

f. Recording procedures

2. By June 30, 1973, the Deans of the College, Graduate School, and Pre-College Programs will have submitted to the Dean of the Center for Continuing

Education their suggestions for procedures and policies for the involvement of faculty, staff, and facilities of the College and the Model Secondary School in Continuing Education activities.

3. By June 30, 1973, the Dean of the Center for Continuing Education will have prepared, for presentation to the appropriate faculty group or committee, a suggested plan for the institution of on- or off-campus activities by staff and faculty of the College, and for the issuance of non-degree credit.

4. Contingent on approval (with relevant plan revisions) by the appropriate faculty groups, the Center will coordinate procedures for the establishment of non-degree credit courses and programs.

PROGRAM DEVELOPMENT

Program Objective 3:

The Center for Continuing Education will each semester make available to deaf adults in the greater Washington area at least 40 learning activities including a wide variety of materials, programs, institutes and special services for personal improvement, occupational upgrading, cultural enrichment, and academic advancement.

Rationale:

Continuing Education is more than a structured classroom activity. It is either or both a formal or informal rendering of instructional services. Adult learning takes place whenever there is inspiration or desire to learn; therefore, variety of activities and materials should be made available.

Supporting Activity Objectives:

1. Each year the Center will sponsor, in cooperation with the Cooperative Extension Offices of the neighboring counties, those learning programs in homemaking and consumer education desired and needed by deaf persons in the greater Washington area, as determined by the annual consumer interest survey.

2. By June 30, 1974, the Center will prepare a plan of programmed learning strategies in the basic education area. The plan will include work with students and teachers in the schools of the District of Columbia and Prince George's County, and will provide for student guidance as well as teacher orientation.

3. By January 1, 1974, the Center will have begun implementation of a plan for improved program planning, scheduling, and student advisement.

Program Objective 4:

The Center's Washington area demonstration program will offer courses and activities which relate to issues and concerns of today's world and enable hearing-impaired individuals to become more involved citizens, more productive workers and better able to contend with social problems.

Rationale:

One of the responsibilities assigned to the Center is the implementation of activities and programs which would help the deaf adult to become more learned in social and civic responsibilities, and to function more effectively in the general society at or near his capacity. It is also desirable that the Center provide opportunities for leadership development.

Supporting Activity Objectives:

1. The Center will each Spring sponsor the Gallaudet Forum, a series of community dinner-lectures featuring outstanding speakers on current topics.

2. By June 30, 1973, the Center will have sponsored a "political seminar" accessing the leadership of programs for the handicapped to pertinent legislative information through key persons in the Federal government. This seminar will be conducted once each year.

Program Objective 5:

The programs offered by the Center will each semester reach at least 20% of the 3,000 deaf adults in the greater Washington area.

Rationale:

Although there are no dicta as to the number of people the Center should serve in its area demonstration program, a minimum of 600 adults per semester is in the judgement of the Center staff a practical and achievable number and should provide the center with sufficient data for research studies and experimental programming.

Supporting Activity Objectives:

1. By June 30, 1973, the Center staff in cooperation with other units doing bulk mailing, will have developed systematized mailing lists to facilitate the dissemination of information to the deaf community in the Washington area as well as to selected interest groups within that community.

2. By June 30, 1973, the Center staff will have prepared PLANTRAN data charting semester-by-semester target figures for enrollment growth, leading to the 600-minimum participation figure.

3. By June 30, 1973, an interest analysis will have been carried out with participants in the demonstration program which will provide realistic guidelines for the planning of courses as well as specific course content to be based on behavioral objectives insofar as applicable.

MATERIALS AND CURRICULUM DEVELOPMENT

Program Objective 6:

The Center will produce packaged learning programs for wide general use with a special emphasis on reaching minority group deaf persons and the educationally deprived individual.

Rationale:

Unique learning problems of deaf adults require specially designed materials and teaching programs. While the general population has access to an enormous storehouse of learning materials, careful selection and modification of such materials must be made if they are to be of benefit to deaf adults.

Supporting Activity Objectives:

1. By July 1, 1973, the Center for Continuing Education in cooperation with the Communications Media Center of Los Angeles, and the staff of Project LIFE will begin production of a literacy (or language) development "teaching package" for use with low-achieving or low-verbal deaf adults. This teaching package will by January 30, 1974 be put to use in classes in the metropolitan Washington area on a trial basis.

2. By September 1, 1974, the Center will have ready for distribution a prescribed kit or package of learning materials in adult basic education and language development.

3. By July 1, 1973, the Center, working with the National Association for Public Continuing and Adult Education (NAPCAE) will have prepared materials suitable for use by deaf adults seeking high school equivalency diplomas through GED testing.

4. By January 1, 1974, the Center will begin an experimental teaching program using the prescribed materials.

5. By September 1, 1975, the Center will have produced a packaged teaching program at the high school level for deaf adults and will have scheduled annual teacher training workshops for training in the use of this instructional package.

6. Through an annual needs assessment study, the Center will determine which materials are to be prepared each year for initial distribution beginning in September of the following year.

CONSULTATIVE SERVICES AND PROFESSIONAL DEVELOPMENT

Program Objective 7:

The Center will assist other communities and states in planning and organizing continuing education activities for deaf adults.

Rationale:

While the need for continuing education opportunities for deaf adults throughout the U.S. is well established, no other institution or organization has come forth to provide the necessary leadership. Neither is there an organization with a full-time staff and financial support necessary to provide pioneering leadership.

Supporting Activity Objectives:

1. By June 30, 1973, a needs assessment instrument developed by the Center will have been validated for use in metropolitan areas throughout the U.S. upon request.

2. The Center will implement during the 1974 academic year month-long internships for ten professional persons (one from each of the ten HEW regions).

3. Contingent on budget allowance, the Center will, beginning September 1, 1975, expand the internship plan to include six participants each semester for an internship period of one full semester.

4. By March, 1973, the Center will have filed with the Regional Dissemination Center at the University of Virginia a request for a 5-year, $50,000 Mott Foundation grant to establish at Gallaudet College a Cooperating Center in Community Education.

5. Contingent on approval of the Mott Foundation grant, the Center will maintain for a five-year period, beginning September 1, 1973, a program of information dissemination on Community Education to day and residential schools for the deaf, and will offer assistance in program planning and implementation upon request.

6. The Center will implement beginning September 1, 1973, a staff specialist to provide a program of workshops and consultative assistance for the training of teachers and administrators in programs for deaf adults in other communities.

7. The Center will assist the Public Services office in organizing and conducting a three-day workshop for Cooperative Extension Service personnel to be carried out by October 31, 1973.

8. By September 1, 1974, the Center will have included in its advisory structure representatives from agencies, institutions, and organizations working with deaf persons or in the field of adult education.

9. Beginning in the Spring of 1975, the Center will sponsor annually one broad area conference or forum that will have wide appeal to deaf adults and those working with the deaf.

EVALUATION

Program Objective 8:

The Center will maintain an on-going program of evaluation and assessment in all areas of activity.

Rationale:

Continuous evaluation is the key to program relevancy to the deaf adult the activities are designed to serve. Only by careful judgement of means and results can progress be significant.

Supporting Activity Objectives:

1. Data will be gathered by the Program Coordinator on enrollments in all classes and activities of the model program at the end of each semester. These data will include makeup of student population as to age, educational background, occupation, sex, and area of residence. Information will be gathered also regarding course design, class attendance, teacher and interpreter performance, and requests for future classes.

2. A report will be prepared by the Demonstration Program Coordinator within 30 days of the end of each semester, based on the data gathered by the Staff Specialist. The report will summarize and analyze the semester s activities and indicate any needed adjustments in program planning.

3. As they are developed, instructional packages will be tested before wide distribution in classes coordinated by the Center and revised as needed. After distribution, materials will be evaluated annually. Evaluative instruments and research guidelines will be designed in consultation with the Associate Dean for Research.

4. By July 31 of each year, the Dean of the Center will prepare and submit a report covering the recently ended academic year to the President summarizing and analyzing all activities related to the development of programs in other communities and/or states.

5. The Dean of the Center for Continuing Education will, by July 31 of each year, prepare and submit to the President a report on the recently ended academic year covering all Center activities and progress made toward goals described in the Center's master plan report.

6. By June 30, 1973, the Dean of Continuing Education will initiate discussion with all unit administrators concerning cooperation in the area of sign language programs. He will make recommendations to the President by September 30, 1973.

7. By July 1, 1973, the Dean of Continuing Education will initiate discussion with the Dean of the College, the Dean of the Graduate School, and the Dean of Pre-College Programs concerning possible cooperation in the area of pre-service and in-service training programs of faculty and staff. Recommendations will be made to the President by June 30, 1974.

MASTER PLAN REPORT

Business Office
Paul K. Nance, Business Manager

Business Management exists as a support service to the primary institutional programs of instruction, research, and public service. As a support service, Business Management, if its services are to be effective, must be a dynamic and pliable participant in realizing institutional objectives. Business Management must not only stay abreast of the multi-purpose role of the College; it must also insure that its services are efficient and economical. In other words, Business Management must pro-act, not simply react, in concert with general institutional objectives.

Assumptions:

Business Management objectives have been prepared under the following assumptions:

1. During the next ten years enrollments of Kendall Demonstration Elementary School will reach 300; Model Secondary School, 600; Preparatory and Undergraduate, 1,425; Graduate School, 300; and Continuing Education will serve a vastly larger number of adult deaf persons.

2. Based on the earliest estimated occupancy dates, approximately 1,500,000 gross square feet of new construction will be placed on campus during the next ten years, including the completion of the Model Secondary School, Kendall Demonstration Elementary School, and several College buildings including central services, learning center, continuing education, research, three dormitories, physical education, faculty apartments, addition to library, and auditorium annex parking.

3. The number of faculty and staff will increase by approximately 75 percent during the next ten years.

4. The current operating budgets will more than double during the same period.

Business Management objectives have been classified as follows: (1) General Business Management Services; (2) General Services; (3) Fiscal Services; (4) Physical Plant Services; and (5) Internal Auditing Services.

GENERAL BUSINESS MANAGEMENT OBJECTIVES

Where responsibility is not stated for a specific objective, it is assumed that completion of that objective will be the responsibility of the Business Manager.

1. Inventory of equipment

By February, 1973, the following steps will be taken in the inventory of physical equipment:

a. The inventory of the equipment will be finalized by the Purchasing Office.

b. Specific responsibilities in the maintenance of the inventory will be worked out by the Business Manager and approved by the President.

c. A reporting system will be in operation by Fiscal Services.

d. A biennial physical verification system will be established by the Purchasing Office.

2. Budget projections, PLANTRAN II

By the end of fiscal 1974, in cooperation with the Office of the Vice President, have budget projections for five-year period fully automated in the PLANTRAN II system relating independent program variables - instruction, research, and public services; student/teacher ratios; salary averages per teacher; ratio of direct non-salary costs to salary costs; ratio of dependent overhead variables to direct costs and other overhead costs.

3. Periodic sampling user satisfaction with Business Management services

By the end of fiscal 1975, initiate a system of periodic sampling of user satisfaction of Business Management support services.

Rationale:

One means of determining the effectiveness of Business Management services is to get input from the users of the services.

4. Upgrading first and middle level management and technical skills level

By the end of fiscal 1976, complete the upgrading of first and middle level management and technical skills level in Business Management, by revising job descriptions as necessary and by recruiting qualified incumbents as required.

Rationale:

Much of the success of any operation depends on the adequacy and motivation of first and middle level managers and craftsmen, and technicians who occupy strategic and critical positions in the organization. As vacancies occur, and by other means as required, these positions should be periodically upgraded with costs reflected in other objectives.

5. Program budgeting

By the end of fiscal 1977, in cooperation with the Vice President, have in operation a system of program budgeting which not only identifies direct costs of

programs but also allocates appropriately the overheads which support these programs, by identifying the amount by overhead type that supports each program.

Rationale:

In order for administrators and budget unit heads to be able to make priority decisions on use of funds, these managers should know the full costs including overheads and should also be able to relate these costs to outputs.

6. Cost effectiveness

By the end of fiscal 1977, initiate a program of cost effectiveness which assists unit administrators and budget unit heads in determining whether the costs of a particular program are reasonable enough to justify the continuation of the program or whether revisions should be made in costs, a substitute program initiated, or the program eliminated.

Rationale:

Through techniques such as unit cost measurements, cost effectiveness can be at least partially determined. Although it is true that some programs are more costly than others, administrators and budget unit heads should at least know what the unit costs are.

7. Affirmative Action

Within one calendar year after the College Affirmative Action Plan is approved, the Business Office will be in complete compliance with the requirements of the Plan.

8. Evaluation

a. Internal

Beginning at the end of fiscal 1974, Business Management will review its efforts annually to measure the objectives set out in terms of the results achieved. An important part of this objective will be supervisor level participation in the evaluative process.

b. External

By the end of fiscal 1979, have all Business Management units studied again by outside consultants to determine from an independent source any additional improvements that could make Business Management units more effective.

Rationale:

Although internal professional expertness should always be at a very high level, nonetheless, there is always a tendency to continue with some situations as they are because either (1) the solution seems formidable or (2) the situation becomes acceptable to incumbents because of the constant press of everyday activities. Thus, the use of outside consultants provides input from a source not pressed with the immediacy of daily operational problems.

9. Coordination with Pre-College Programs

By June, 1973, the Business Manager will initiate discussion with the Dean of Pre-College Programs and the Vice President for Planning and Public Service

regarding the coordination of fiscal management between the College and Pre-College Programs. Recommendations will be made to the President by March 1, 1974.

GENERAL SERVICES OBJECTIVES

10. Procurement

a. Centralized procurement system

By the end of fiscal 1974, the Purchasing Department will complete the conversion from decentralized system to a centralized procurement system. To achieve a more centralized procurement program, the physical facilities of the receiving area will be improved, a purchasing handbook will be published, budget unit heads will be given opportunities to attend seminars on purchase requisitioning, an information feedback system will be installed, training in specifications writing will be made available to budget unit heads, materials used will be standardized as much as possible, use of simpler methods of procurement will be explored, broad-based contracts will be developed on a variety of products, and the use of EDP in the procurement process will be investigated.

b. Procurement

By the end of fiscal 1977, have the procurement systems developed and standardized to the point where 75 percent of the total dollar volume of procurement, except for library books and bookstore sale items, is done through bidding.

Rationale:

Budget unit heads have the responsibility for determining their needs, and the procurement office has the responsibility of buying at the lowest price for the quality desired. This requires close cooperation between budget unit heads and the procurement office to plan far enough in advance and in the right quantities to be able to purchase by bidding. The role of competition is an important element in prudent operations. General policies have already been developed in connection with procurement and related services. Educating departments on the advantages of centralized procurement must be continued.

11. Personnel

a. Automated personnel data

By the end of fiscal 1974, the Office of Non-Faculty Personnel in cooperation with the Computer Center will have completed automated personnel data, including such information as name, job title and classification, sex, age, race, civil service retirement deductions, social security number, latest annual earnings, annual and sick leave earned and used for the year and balance available.

Rationale:

In order to assist administrators and budget unit heads in having ready information on staffing patterns and trends and in order to file necessary reports on equal opportunity and affirmative action, the automating of personnel records on a computer is essential.

b. Non-faculty job orientation and training

By the end of fiscal 1975, the Office of Non-Faculty Personnel will have in operation job orientation programs for all non-faculty, and job training for non-faculty in selected areas including stenography, supervision, maintenance helpers, and custodians.

Rationale:

A part of job satisfaction and adequate output is to develop an awareness among non-faculty that the institution encourages promotions within the organization. A part of a promotion program is job training.

c. Promote effective personnel communications

By the end of fiscal 1974, the Non-Faculty Personnel Department will develop and distribute new and/or revised materials including a revised non-faculty employee handbook, a prospective applicant brochure, and a manual of office procedures.

d. Employee benefits

By the end of fiscal 1975, the Non-Faculty Personnel Department will conduct an analysis of our present benefits program and establish additional non-monetary forms of compensation. The possibility of an employee reward program, a recreation program, and a fluctuating work week will be reviewed.

12. Safety and security

a. By the end of fiscal 1983, the Safety and Security unit will increase its protective coverage of the campus to a level of one security patrolman to each 120 persons on campus.

b. By the end of fiscal 1974, a plan for annual inspection of facilities for safety and security hazards will be instituted.

c. By the end of fiscal 1975, a plan for increasing staff and student awareness of safety and security will be implemented.

d. To upgrade the level of campus safety and security, a plan for training of security personnel will be instituted in fiscal year 1976.

Rationale:

The protection of life on campus is the primary responsibility of the safety and security unit. This is done through an adequate number of security personnel along with other protective measures such as lighting, fencing, TV surveillance, alarm systems, and also good safety programs which reduce the building and other non-human hazards. The protection of property is regarded as secondary in importance only to the protection of life and health. The constant training and orientation of personnel is imperative because the protection of life without undue interference is difficult.

13. Budget development

By the end of fiscal 1976, refine the budget development system, in cooperation with the program budgeting activities, through training and orientation.

programs and through formating data and other information, to a point where the information submitted by budget unit heads and edited and approved by administrative officers may be used almost verbatim as delineated in the rationale and justifications.

Rationale:

The budget requests and supporting narratives of the institution must reflect increasingly the specific plans and objectives of the individual units in order to achieve maximum clarity and accountability.

FISCAL SERVICES OBJECTIVES

14. Fiscal systems computerized

a. By the end of fiscal 1975, have basic fiscal systems completely implemented and operational on the PDP-10 computer, with such systems including inventory of equipment, budget development, receivables, payables, budgetary and general ledger accounting, and payroll.

Rationale:

The volume of activities in fiscal systems makes it mandatory that these systems be automated at the latest level of record keeping and reporting, which at this time is third generation computer systems. Further, it is imperative that administrators and budget unit heads have available relevant, timely, and comprehensive fiscal information to assist them in decision-making.

b. By the end of fiscal 1976, a review will be made of written procedures developed during the course of the changeover to computerized accounting system and incorporate them in a procedures manual.

c. Further, by the end of fiscal 1976, all accounting, collecting, and record keeping for the National Defense Student Loan Program will be performed on campus.

15. Collection of receivables

By the end of fiscal 1975, reduce the lag time on past due receivables to no more than three percent of all receivables more than 90 days overdue, no more than five percent more than 60 days overdue, and no more than ten percent more than 30 days overdue.

Rationale:

An important concept in collections of student accounts is for the student to develop financial maturity by making payments on schedule or discussing his circumstance with the College collections unit prior to the date due. Further, time works inversely in the adequate collection of accounts from any debtor.

16. Fiscal reports and other services to be provided all institutional components

a. By the end of fiscal 1974, month-end EDP reports on budget, obligations, and expenditure status will be delivered to administrative officers and budget unit heads by the end of the second working day of the month.

b. In fiscal 1974, monthly profit and loss statements for auxiliary enterprises will be prepared by the 10th of the following month and distributed to involved unit administrators including performance for month, year to date and projection to end of fiscal year.

c. By the beginning of fiscal 1975, quarterly financial projections will be prepared within 15 business days after the end of the quarter for distribution to the President and unit administrators, using PLANTRAN II simulations incorporating historical data and available estimates.

d. By June 30, 1975, a cost accounting system will be developed to provide carefully defined overhead accumulations and rates for cost allocations, and to allow full costing of auxiliary enterprises and health services.

e. Beginning in fiscal 1975, an annual in-house seminar will be conducted by the Fiscal Office to show budget unit heads and other interested parties how to read the financial statements and how to get maximum benefit from accounting services.

Rationale:

Such seminars will greatly promote the user-oriented concept of accounting services.

f. By the end of fiscal 1975, accrued annual and sick leave balances will be reported periodically to all employees.

17. Special services to institutional components

a. By the end of fiscal 1974, integrate and computerize program codes and reporting format capacity into the accounting system, using Kendall Demonstration Elementary School as a pilot.

Rationale:

The use of such a system will allow timely accumulation of certain costs from several budget units and display these data in readily usable form as needed for proper management of programs.

b. In fiscal 1974, with the cooperation of the Physical Plant Department, design automated system of scheduling and reporting for this department.

Rationale:

An automated system using data terminal input and computer programs will improve timing and accuracy of Physical Plant reporting at month end, provide daily status of reporting for use in operations and reduce clerical effort now expended to prepare manual month end reports.

18. Optimizing investments

a. Beginning in fiscal 1974, a weekly cash-flow forecast of unrestricted funds will be prepared.

Rationale:

This cash flow forecast will aid in assuring available cash for timely bill paying and will optimize interest income from cash invested in certificates of deposit.

b. Beginning in fiscal 1974, residual balances of restricted funds will be transferred to a brokerage account for long term investment.

Rationale:

The permanent investment of residual balances will yield a higher return than is now possible under the present system of short-term certificates.

18. Improvements in auxiliary enterprise services

a. By January 1, 1975, assign responsibility of campus mail delivery to the campus post office and increase deliveries to two per day and mail pick up to three per day.

Rationale:

Having mail delivery responsibility in the post office will avoid the need for coordination with another department for delivery.

b. By January 1, 1975, increase the number of mail drops with transit sorting included.

c. By the end of fiscal 1975, install a "point of sale" cash register system, which is compatible with Datapoint 2200 cassette terminal, for daily automatic processing and posting of bookstore activities.

d. By the end of fiscal 1975, in line with plans for Gallaudet as a multi-purpose institution to serve the many needs of the deaf community, expand the role of the bookstore to increase mail order activities with regard to publications related to deafness.

e. By the end of fiscal 1976, equip and plan new food service facility.

f. By the end of fiscal 1977, plan a centralized facility in the Student Union Building to combine the services of the student bank, bookstore, and post office.

19. Fiscal staff development

a. By the end of fiscal 1974, establish an accounting library to include coverage of accounting systems, data processing, cost accounting, and accounting for educational institutions.

b. By the end of fiscal 1974, staff improvement will include the accuracy and timeliness improvement in processing accounting transactions to one-half of one percent error rate, a maximum backlog of two days in any type transaction, and next day service on check requests.

c. By December 31, 1974, introduce work measurements in the Accounting Office as a necessary ingredient in evaluating the effectiveness of current procedures and in providing estimates of increased work loads.

d. By June 30, 1975, implement cross-training program to provide for at least two people to know each regularly scheduled task and each person to know at least two jobs.

Rationale:

Cross-training is necessary to increase flexibility in completing the normal work load, handling work load peaks and minimizing inconveniences in scheduling vacations and other time off for the staff.

PHYSICAL PLANT OBJECTIVES

20. Physical plant study

By the end of fiscal 1974, complete a study of physical plant facilities maintenance and operations requirements, with the study to include such categories as scope of responsibility; organization; manpower requirements; methods, procedures, and new priorities in getting the work done efficiently; and qualifications requirements of all supervisory personnel.

Rationale

In order for Business Management to stay abreast of the rapidly growing institutional programs, it is necessary to have the most effective Business Management support services possible.

21. Construction coordinator

By the end of fiscal 1973, employ a construction coordinator in the Physical Plant Department to work in liaison with the Planning Office and to represent the institution's interest in assuring that buildings are designed and constructed in an efficient manner for operations and maintenance and according to plans and specifications.

Rationale:

Institutional interests are now protected by the planning office, administrators, program units, and by architects; however, an engineer is needed on the Gallaudet payroll to work with the above groups during design and construction.

22. Physical plant preventive maintenance program

By the end of fiscal 1975, initiate a comprehensive preventive maintenance program for existing buildings with schedules as follows: (1) paint interiors and exteriors of all buildings at least once each 10 years; (2) caulk exterior of buildings as needed at least once each 10 years; (3) inspect each building roof at least once each six months and make necessary repairs immediately; for built-up roofs install a new roof at least once each 15 years, and for pitched roofs of tile, wood shingle, or slate replace as needed; (4) update all mechanical and electrical systems within existing buildings (excluding Arts, Third Dormitory, and addition to Hall Memorial Building) over a 10 year period; (5) inspect all mechanical and electrical systems once each six months and make repairs immediately; (6) inspect all door closers once each six months and repair immediately; and (7) schedule any other inspections and repairs as required to fully initiate a preventive maintenance program.

Rationale:

A preventive maintenance program of anticipating repair and replacement needs is the less expensive in the long run.

23. Staff and anticipate total costs of maintaining and operating newly constructed facilities

Increase custodial staff and organization sufficiently to provide for increased custodial services at the level specified in Objective #22 so as to accommodate the following schedule of facilities to be constructed on the campus.

(1) Fiscal 1976: Portion of MSSD - 335,501 gross square feet; food service - 35,000; health service - 15,000.

(2) Fiscal 1977: KDES - 160,000; fourth dormitory - 65,000; central services - 190,000; MSSD - 168,000.

(3) Fiscal 1978: Learning center - 90,000; continuing education - 40,000; research - 50,000.

(4) Fiscal 1979: Fifth dormitory - 65,000; physical education - 75,000.

(5) Fiscal 1980: Faculty apartments - 40,000.

(6) Fiscal 1981: Sixth dormitory - 65,000.

(7) Fiscal 1982: Addition to library - 20,000.

(8) Fiscal 1983: Auditorium annex parking - 75,000.

24. Newly-constructed central heating and air conditioning plant

Beginning with fiscal 1975, increase the staff of the heating plant to a minimum of 15 staff members to operate the central plants, three for supervision, and six to maintain mechanical systems going from central plants to individual buildings.

Rationale:

By the beginning of fiscal 1975, a portion of the newly-constructed central heating and air conditioning plant should be operational. It is assumed that a minimum of two persons whould be on duty 168 hours during the week at the new plant and a minimum of one person must be on duty at the old central heating plant until it is phased out. In the adequate operation and maintenance of heating and cooling systems, the concept of preventive, i.e., anticipating repair needs at an early stage, maintenance is the least costly and the most effective in terms of service. A training program will have to be initiated.

25. Upgrade level of custodial operations

a. By the beginning of fiscal 1975, initiate a program of upgrading the level of custodial operations and related services by having as a goal an average of no more than 15,000 gross square feet, and preferably 12,000 gross square

feet, for each custodian to care for, with the goal to be reached by no later than the end of fiscal 1977.

b. Starting in fiscal 1975, man dormitories, student union building, auditorium, and physical education facilities on a seven instead of a five-day week basis.

Rationale:

An important part of the learning and working environment is an atmosphere of clean and attractive facilities.

26. Grounds care

By the end of fiscal 1977, be staffed adequately in grounds care department to where one groundskeeper has no more than an average of eight acres to care for.

Rationale:

Grounds care is much more than lawn mowing and flower bed care. It involves streets, sidewalks, parking lots, fences, lawns, shrubs, trees, and trash pick-up over the whole area. A pleasant vista is an essential part of an educational campus. A grounds care plan must be developed which reflects scheduling of operating practices for all facets of care.

INTERNAL AUDITING OBJECTIVES

27. Internal auditing of financial aspects of management policies

By the end of fiscal 1976, the Internal Auditor will institute a program of auditing the financial aspects of management policies in addition to the auditing for the protection of the institution's invested assets.

Rationale:

A paramount responsibility of internal auditing is to assist in the protection of the institution's assets, however, auditing of compliance with institutional policies is also important.

28. Cooperation with external auditors

By the end of fiscal 1975, an analysis of the work of the internal auditor and the external auditors will be completed and a plan will be developed to increase coordination and minimize duplication of efforts.

29. Auditing of EDP fiscal records

In fiscal 1976, the internal auditor will implement EDP auditing as a part of the total internal audit program.

MASTER PLAN REPORT

Affirmative Action
(Interim Report)

The President's Committee on Equal Employment Opportunity was appointed by President Merrill early in 1972 to prepare a suggested plan for affirmative action to insure equal employment opportunities at Gallaudet College for minority group members, women and the handicapped.

Since its formation, the Committee has completed an investigation of employment resources for minority group members, women, and the handicapped, has researched the requirements of law and executive order in the field of equal employment, and has conducted a survey of employee feelings and attitudes regarding employment at Gallaudet. In addition, at the request of the Committee, the Dean of the College, the Dean of Pre-College Programs, the Director of the Kendall Demonstration Elementary School, and the Director of General Services have cooperated in an intensive effort of data gathering and analysis, information which forms the base essential for program planning.

The report of the President's Committee On [redacted]loyment Opportunity, including the Affirmative Action Plan, was deliver[redacted]ent Merrill on April 27, 1973. When it has been approved by the Presiden[redacted] Board of Directors, with necessary revisions, it will become a part of the Gal[redacted]udet College Master Plan and a summary of it will be included in the Master Plan Summary.

President's Committee on Equal
Employment Opportunity

Carol Boggs, Chairperson

Jerry C. Lee

Eveline Lloyd

James Magness

Joseph Martin

Maryann McDermott

Roslyn Rosen

John Schuchman

Theresa Tinch

MASTER PLAN REPORT

Department of Sociology
Dr. Morris Goldman, Chairman

INTRODUCTION

1) This report was written with the following objectives in mind.

   A) We do not know whether the sociology and social work major will continue as presently constituted. Therefore, the coordinator of the social work program wrote an independent report.

   B) In the formulation of instructional objectives. different sociology instructors in the area were queried as to what they expected from their students after four years, and some of the methods used in measuring the amount of material absorbed by the students. Their comments and observations proved very helpful.

   C) Both our instructional and our program objectives should be geared toward putting our students on a competitive level with hearing students. For this reason we sought to emphasize program objectives #1, 4 and 5.

INSTRUCTIONAL OBJECTIVES

1) The long range goal of sociology is to discover the basic structure of human organization and to identify the factors that contribute to the function, maintenance, or disintegration of groups. Sociology, like political science and economics, is one of the social sciences.

   Given a series of events and social forces, the sociology student will be able to bring a sociological perspective to these events and social forces. He will be able to show this by delineating three major sociological concerns and questions. The sociology major will be able to identify the 19th century origins of sociology and the contributions of at least three 19th century sociologists through a term paper. He will be able to describe the major differences between sociology and other social sciences by writing a term paper on the major concerns of sociology as distinct from economics.

2) A major area of interest in sociology is social interaction. The sociology student will be able to identify at least three different forms of social interaction. Without an understanding of signs and symbols, one cannot identify the forms of social interaction. The sociology student will be able to describe and identify at least three different types of signs and symbols.

3) Social interaction is patterned and predictable. Behavior is predicable because of the norms in society of how people should act.

A) The sociology student will be able to describe and identify examples of social norms.

B) Given one example of a value and a norm, the sociology student will be able to identify the relationship between them.

C) Given two situations in which individuals find themselves in normative conflict, the sociology student will be able to identify the conflicting norms.

4) Social interaction is patterned and predictable. In order to interpret and predict another behavior, it is necessary to know the other individual's position in the group in society. Positions, role expectations and role behavior are some of the building blocks of social structure.

A) The sociology student will be able to select and describe at least three examples of positions, role expectations and role behavior.

B) The student will be able to write a paper describing how role sets are interrelated.

C) The student will give two examples of role conflict and be able to identify the series.

D) The student will describe and identify at least one example of social change, social structure and social process.

5) Sociologists and anthropologists focus on ways of thinking and behaving that are shared by a set of people. When social scientists talk about society and culture, they are referring to common beliefs and shared behavioral expectations.

A) The student will be able to describe culture.

B) The student will give two examples of cultural development.

C) The student will describe and identify at least two examples of ethnocentrism and contra-culture.

D) The student will list and identify examples of American sub-cultures.

6) An individual is not born with a culture. He must acquire it through what sociologists refer to as the process of socialization. Sociologists are interested in the significant points of contact between the individual and society, and the manner in which the individual internalizes his culture.

A) The sociology student will be able to identify the functions of socialization. The student will describe the relationship between socialization and culture.

B) The student will identify the significance of role taking and internalization.

C) The student will identify at least two socializing agencies and describe how they influence the individual.

7) Through the process of socialization, the individual learns what are the normative requirements of his society. The group and society exert control over the individual. There are different forms of social control which are exercised through sanctions.

A) The individual will identify two examples of informal and formal sanctions. He will describe three types of negative and informal sanctions, which would include gossip, ridicule, ostracism and public opinion.

8) An area of great sociological interest is collective behavior. This is concerned with unstructured, spontaneous forms of behavior.

A) The student will identify examples of collective behavior.

B) The student will give at least two examples of the mechanisms of social unrest.

C) The student will identify four major types of crowds.

D) The student will outline the steps in crowd formation.

9) The individual in society generally belongs to many groups. Sometimes his membership is voluntary; sometimes it is involuntary. Groups play an important part in the life of the individual and in the structure of society.

A) The sociology student will identify a social group.

B) The student will describe the difference between groups and aggregates.

10) Formal organizations result from man's collective attempt to reach specified goals. These goals would be impossible if individuals were operating separately. A good example is the moon-landing, which required the coordinated efforts of many people. Formal structures are, therefore, necessary in our highly developed society.

A) The sociology student will be able to identify the major characteristics of formal organizations.

B) The sociology student will identify three types of power used by formal organizations and the consequences of their use.

C) The sociology student will describe the difference between power and authority in a report of no more than five pages.

11) Within all formal organizations, informal groups emerge. These informal groups may hinder or advance the goals of the formal organization.

A) The sociology student will identify characteristics of informal groups.

B) The sociology student will identify the main reasons for the emergence of informal groups.

C) The sociology student will describe and identify examples of group norms.

D) The sociology student will identify examples of informal groups.

E) The sociology student will identify three reasons for conformity to group norms.

12) Man centers much of his social life around his residence and his work; consequently he arranges his life in patterns and clusters. These patterns vary in complexity from isolated remote villages to the gigantic metropolis. Historically this social organization has been called a community.

A) The sociology student will be able to select the most significant factors related to the emergence of the modern urban community.

B) The sociology student will write a term paper describing the importance of the two concepts gemeinschaft and gessellschaft.

C) The sociology student will identify the three types of dwellers within the central city.

13) Within the last 50 years we have witnessed the growth of the suburban community. Sociologists study the composition of suburban populations, the various middle class life styles, the uniform housing, and the tendency toward conformity.

A) The sociology student will identify factors effecting the growth of suburbia.

B) The sociology student will identify five contributing factors to the apparent homogeneity of suburbia.

C) The sociology student will identify reasons for the fairly constant age structure in some suburban areas.

14) Within recent years there has been a growing interest, by law makers and social scientists, in the burgeoning population increase, especially in the developing countries. This area of population distribution in space and time is called demography or population studies.

A) The sociology student will identify the differences in fertility rates in the U.S.

B) The sociology student will identify the consequences of fertility-rate differentials.

C) The sociology student will write a term paper identifying the consequences of a high survival rate.

15) Ecology is the study of the way living organisms relate and adjust to each other and their physical surroundings. Human ecology deals specifically with the human interdependencies that develop as a population acts on and reacts to its habitat.

A) The sociology student will be able to write a term paper identifying the basic relationship between organisms as one of cooperation and competition for limited resources.

B) Identify invasion and succession.

C) Identify how the principle of succession applies to occupational distribution.

16) Although human beings see each other as unique individuals, they also view each other as belonging to categories. When a society ranks these categories that means, assigns them relative superiority or inferiority, that society is stratified. The study of this ranking system is called social stratification.

A) The sociology student will identify three methods of researching social stratification.

B) Identify the basic criteria of the following who define status: Max Weber, Thorsten Veblen, Lloyd Warner, Robert Maciver.

C) Identify the traditional definitions of various social classes in American society, as derived from reputational studies.

D) Identify the dominant criteria different social classes use to discriminate a person's status.

17) A wide variety of different racial and cultural groups populate the U.S. This poses many problems to the society as a whole. One of these problems is the integration of the total population into a coherent social order. An area of sociological study which deals with different ethnic, religious, and racial groups and their integration into society is called minority groups.

A) The sociology student will identify the general characteristics of minority groups.

B) The sociology student will describe four generally characteristic family patterns of blacks.

C) Identify a major factor affecting the likelihood of prejudice toward any given group

D) Identify some of the variables that affect the rates of acculturation of various minority groups.

18) Institutions may be defined as a system of folkways, and mores and laws that center on some function of the family, education, economics, the political order and religion.

A) The sociology student will be able to define the nuclear family, and write a term paper comparing the nuclear family with the extended family.

B) The student will identify the functions of the family.

C) Identify reasons for regulating sexual behavior outside of marriage.

D) The sociology student will define exogamy and endogamy.

E) The sociology student will identify various forms of marriage and write a term paper on at least three different forms of marriage.

F) The sociology student will identify effects of industrialization upon family functions.

G) Identify problems created by divorce.

H) The sociology student will identify education as an institution.

I) Identify the manifest and latent functions of education.

J) Describe the conflict between educating for specialization and educating for adoptability.

K) Write a paper describing the historical basis of education in the U.S., including the changing effect of the American neighborhood school system.

L) The sociology student will identify factors that determine a society's economic patterns.

M) The sociology student will identify the difference between private, communal and public property.

N) The sociology student will identify power.

O) The sociology student will identify authority.

P) The sociology student will identify legitimacy.

Q) The sociology student will identify religion as a social institution.

R) The sociology student will identify the functions of religion.

S) The sociology student will identify the reasons that the Christian churches have failed to hold the working classes.

19) A major area of interest to sociologists is deviant behavior. Deviant behavior may be defined as any behavior that fails to conform to some specified standard.

A) The sociology student will identify five factors that cause deviant behavior.

B) The sociology student will define deviant sub-culture.

C) The sociology student will be able to write a term paper on the various forms of deviant behavior as defined by Robert Merton.

20) Deviant behavior includes mental illness and addiction to drugs and alcohol. These personal problems are caused by the individual's inability to adjust to his social environment. Viewed in terms of their social cost they are social problems.

A) The student will define mental illness.

B) The student will be able to identify the characteristics of psychosis and neurosis.

C) The student will write a term paper on the social costs of one of the following: i.e., drug addiction, alcoholism, prostitution, white collar crime.

21) In today's world, crisis seems to be a natural pattern of existence. The rate of social change has accelerated within the last two decades. There are revolutionary transportation and communication devices that have brought the world's people together as never before. Exposure to different values, beliefs, ideas and the rapid increase in technology have contributed to the unrest around the world.

A) The sociology student will define social change.

B) The sociology student will be able to identify the characteristics of social change.

C) The sociology student will identify the characteristics of innovation.

D) The sociology student will write a term paper on the social importance of invention.

PROGRAM OBJECTIVES

Program Objective #1

By September 1976, the Department of Sociology will implement an instructional approach which will place an emphasis on students going to graduate school in fields other than education, with primary emphasis on a specialization in the areas like criminology and social administration, family and marriage counseling.

Rationale

To help fulfill departmental instructional objectives #1-17 and 18 and to fulfill other program objectives which emphasize graduate school training in fields which deal specifically with social problem areas, and to provide trained specialists in aforementioned areas.

Supporting Activity Objectives

A) By September 1975, provide the following:

1) Newspapers and periodicals;

2) Tours of prisons, hospitals, public schools (and state institutions) for the deaf, blind and retarded, and organizations serving the deaf;

3) Visits by police officers, penologists, F.B.I. men, and lectures of same for our students;

4) Signing and captioning of films which will acquaint our students with prisons and hospital life;

B) By September 1974, provide the following:

1) Newspapers and periodicals;

2) Minimum of one tour per semester of an institution;

3) Interpreters for tours;

4) Signing and captioning of at least five films which will acquaint our students with some form of institutional experience other than a deaf institution;

C) By September 1973, request budget support for:

1) Newspapers and periodicals;

2) Tours;

Program Objective #2

By September 1974, the Department of Sociology will have instituted an interdisciplinary social science course (or courses) designed to investigate phenomenon which are congruent to sociology and other disciplines.

Rationale

To help fulfill instructional objective #1, and to provide the student with specific experiences in areas which are relevant to the disciplines participating in the program.

Supporting Activity Objectives

A) By 1973, give a course in the sociology of language.

B) Discuss possibilities of combining biology and sociology into a course, socio-biologistics, with biology staff.

C) Discuss with director of Computer Center a course in computer techniques for sociologists.

Program Objective #3

By September 1977, the Sociology Department will have developed a sociological research laboratory which will investigate all sociological phenomenon which are relevant to the sub-culture of the deaf. This will encompass special studies on marriage among the deaf, new evolving deaf life styles, and dating patterns.

Rationale

To help fulfill departmental instructional objective #6, and to help fulfill other departmental instructional objectives which require data and information about marriage patterns, dating habits, and evolving life styles among the deaf. This sociological lab would utilize the services of other departments, and provide information to students, as well as other organizations serving the deaf, and the community center for the deaf that will probably be established next year.

Supporting Activity Objectives

A) By September 1976, request budget support for:
   1) Facilities;
   2) Equipment;
   3) Personnel;
   4) Materials;

B) By September 1975, submit to Dean of College a description of the Sociological Research Center, its objectives and its utilization.

C) By September 1974, establish a committee of sociologists and other social scientists whose function it will be to delineate the areas of cooperation with various other research units in the College, and with other major research institutions in the D.C. area.

D) By September 1973, begin preliminary discussion in Sociology Department as to means of implementing sociological lab, investigate private sources of funds, and discussion of aims of sociological lab; also investigation of other types of sociological laboratories around the country.

Program Objective #4

By 1975, the Sociology Department will have developed a joint field work program with the George Washington University Anthropology Department, which will permit our students to go on short anthropological and archaelogical excursions into the immediate area of Washington, D.C., Maryland and Virginia.

Rationale

To help fulfill departmental objectives in anthropology, and to provide our students with experiences common to anthropology students at other universities.

Supporting Activity Objectives

A) By 1974, request budget support for the following:
   1) Interpreters for field trips;
   2) Transportation facilities;
   3) Signing or captioning of films involving digs and other anthropology field experiences;

B) By 1973, begin consultation with Chairman of George Washington Anthropology Department, Dr. Lewis, on program and its implementation.

Program Objective #5

By September 1974, the Sociology Department will institute a one-year work study program at the following agencies: The Census Bureau, H.U.D., National Institute of Mental Health.

Rationale

To fulfill instructional objectives in sociology, especially in areas pertaining to social problems; also to provide support for Program Objective #1. To put our students in daily contact with working social scientists.

Supporting Activity Objectives

1) By September 1973, contact and discussion with proper officials of aforementioned agencies.

2) Lectures and discussion groups with sociologists acquainted with some of the problems students may face in the field or in an agency;

3) Newspapers, periodicals, and tours of agencies;

4) Request funds for interpreters;

Program Objective #6

By September 1978, the Department of Sociology will have a department of eight people, assuming that it is independent of Social Work.

Rationale

We will request one new instructor each year, based on the number of students at present in sociology elective courses and what constitutes an adequate student-teacher ratio. The number of majors in sociology alone at present is somewhere between 45 and 52; this does not include the joint sociology and social work majors. The assumption is that the number of sociology majors will remain the same for the next four to five years. The number of students in elective and required courses in sociology ranges from a high of 60 in the former to 25 in the latter. In order to fulfill Program Objective #1, we will require more individualized approaches to our students, which means more teachers.

Supporting Activity Objectives

A) By September 1977, request one new instructor.

B) By September 1976, request anthropologist trained in socio-linguistics, on assistant professor's level.

C) By September 1975, request assistant professor versed in computer techniques, and two new offices.

D) By September 1974, request one new instructor.

E) By September 1973, request one new instructor.

MASTER PLAN REPORT

Department of Mathematics
Leon Auerbach, Chairman

PREFACE

in the framework of measurable objectives, the Department of Mathematics sees the learning process as a partnership between students and teachers. We expect that the students will accept the responsibility of meeting the instructional objectives. We accept the responsibility of meeting the program objectives, thereby giving the students the opportunity to meet the instructional objectives. Of course, we do not know whether the programs we offer will enable the students to fully meet the instructional objectives. However, we accept the responsibility of recognizing deviations from the planned student performance and the responsibility of changing our program to lessen the deviations.

TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES:

		Pages
1.	Computer Mathematics Program	1
2.	Graduate School Preparation Program	3
3.	Secondary Teacher Training Program	4
4.	Pre-Major Program (partial listing)	6

PROGRAM OBJECTIVES:

1.	Computer Mathematics Major	13
2.	Work-Study Program for Computer Mathematics	15
3.	Revision of Graduate School Preparation Program	16
4.	Revision of Secondary Teacher Training Program	17
5.	Comprehensive Exam	18
6.	Preparatory Program Modifications	19
7.	Development of Pre-Major Instructional Material	21
8.	Statistics Proposal	22
9.	Service Courses	23
10.	Short Courses	24
11.	Multi-disciplinary Effort	25
12.	Resource Center	26
13.	Resource Bank	27
14.	Vocational Seminar	28
15.	Professional Seminar	29
16.	Course in CAI	30
17.	Improvement in Teacher Certification Requirements	31
18.	Continuing Education (2)	33, 34
19.	Assisting School for the Deaf	35
20.	Resource Requirements	37

INSTRUCTIONAL OBJECTIVES FOR THE COMPUTER MATHEMATICS PROGRAM

1. Given any set of applications, the student will be able to distinguish, in at least 70 percent of the cases, whether or not a computer could be profitably used.

2. Given any list of mathematical problems taken from areas with which the student is familiar, he will be able to identify 50 percent of those problems in the list which cannot be solved by present-day computers.

3. Given any four social situations, the student will be able to:

   a) isolate three problem areas which can be modeled.

   b) model two of these.

4. The student will be able to:

   a) describe one situation which can be modeled from both the deterministic and stochastic points of view and exhibit a model of this situation of each type.

   b) exhibit a model which describes more than one situation, clearly indicating what those situations are.

   c) exhibit a model of a situation and a refinement of it.

5. The student will be able to describe the relationship between optimization and simulation. To be acceptable, the response must include the concepts of approximate optimization and complexity.

6. The student will be able to discuss the meaning of approximation in terms of:

   a) approximation of a function by another function.

   b) approximation of discrete data with continuous data.

An acceptable response will explain the relationship between a) and b), mention the notion of "best" approximation and describe some of the special types of approximations (such as polynomial, rational, spline, Chebyshev, Taylor, Fourier).

7. The student will be able to discuss the role of lincarity in computer mathematics. An acceptable response will include discussions of the simplicity of linear functions, first-order approximations, the relationship of matrices to linear functions, the computational ease of matrix algebra, and the highly developed state-of-the-art of linear algebra.

8. The student will be able to describe the concept of an algorithm. An acceptable response will include a discussion of the differences between formulas and algorithms, examples of algorithms, and mention of the scope of applicability of algorithms.

9. The student will be able to demonstrate proficiency in the use of at least one of the computer languages-BASIC, FORTRAN, or ALGOL. Given an algorithm,

the student must be able to write a computer program which performs the operations indicated by the algorithm.

10. The student will be able to name:
    a) the major U.S. computer professional society.
    b) the four major U.S. mathematical societies.
    c) at least three survey journals related to mathematics and/or computation.
    d) at least three research journals related to computing.
    e) at least two research journals on operations research.
    f) at least three sources of government-sponsored research documents.
    g) at least four sources of information about job opportunities.
    h) at least three ways he could continue his education.

INSTRUCTIONAL OBJECTIVES FOR THE GRADUATE SCHOOL PREPARATION PROGRAM

1. When shown a mathematical theorem and a "proof" of that theorem, the student will be able to decide whether the proof is valid or not. If it is invalid, he will be able to point out the invalid step(s).

2. When presented with a first year graduate text in any of the three areas of mathematics (analysis, algebra, geometry-topology), the student will be able to read sections designated by the department and will be able to solve problems given by the department on the concept(s) in those sections.

3. The student will demonstrate a knowledge of analysis, linear algebra and modern algebra by earning an overall grade average of B+ in Advanced Calculus (one year), Linear Algebra (one semester), and Modern Algebra (one semester). This objective is to insure that the student is aware of graduate school requirements.

INSTRUCTIONAL OBJECTIVES FOR THE SECONDARY TEACHER TRAINING PROGRAM

1. The student will be able to list five different uses of statistics. Also, given five uses of statistical information reported in the mass media, he or she should be able to identify which of the reported conclusions constitute a valid use of statistics and which represent an invalid use.

2. The student will be able to outline the basic structure of the real number system and its development. An acceptable response must include:
    a) the use of Peano's postulates;
    b) the use of Cartesians products and equivalence classes to develop the integers and rationals;
    c) a standard decimal definition of the irrational numbers; and,
    d) a set theoretic definition of the reals.

Finally, the student should be able to explain motivation for each of the steps in the development of the real number system. For example, why was it necessary to develop the integers? Why weren't the natural numbers sufficient?

3. The student will be able to name three approaches to geometry and to name at least one basic distinguishing feature of each approach.

4. The student will be able to correctly define a group, a ring, and a field, and to give an example of each in the real number system. He will also be able to state the motivation for field development. This could be accomplished by giving an example of a ring which lacks certain field properties and by demonstrating the limits of its usefulness.

5. The student will be able to demonstrate proficiency in the use of at least one of the computer languages - BASIC, FORTRAN, or ALGOL. Given an algorithm, the student must be able to write a computer program which performs the operations indicated by the algorithm.

6. Given an article (chosen by the department at the Mathematics Teacher level) discussing an unfamiliar mathematical concept or describing a new approach to a familiar concept, the student will be able to read this article and then either:

a) solve a problem given to him on the basis of the material read; or,

b) explain the ideas discussed in the article. In the latter case, an acceptable response must include an outline of the development of the concept in the article, a listing of the types of mathematics used, and a description of the significance of the article.

7. Given a real-life problem, the student will be able to explain what mathematics is required to solve the problem and why each type is necessary.

8. Given a basic probabilistic or statistical concept, the student will be able to design an experiment at a specified grade level which will either demonstrate the concept or will allow his audience to discover it themselves.

9. Given a specialized topic in mathematics, the student will be able to develop a brief lesson plan for a specified grade level.

INSTRUCTIONAL OBJECTIVES FOR PRE-MAJORS

1. Students who complete the requirements for college preparatory mathematics will be able to do the following:

a) Given a molecular statement such as a negation, conjunction, disjunction, conditional, equivalence, or any combination of these, and the truth values for each of the atomic sentences within the molecular statement, state the truth value of the molecular statement. (Criteria: 8 out of 10 correct)

b) Given a proof written formally or informally, identify those statements which result in a given statement in the proof. (Criteria: 7 out of 10 statements)

c) Given an English phrase or sentence describing some mathematical situation at the Algebra II and Geometry level, write its mathematical counterpart. (Criteria: 7 out of 10)

d) (Converse of c). (Same criteria)

e) Given a verbal problem solvable using concepts in college preparatory mathematics, demonstrate the solution of the problem. (Criteria: 7 out of 10)

2. Students completing the pre-major program should be able to: (All objectives similar to 1.b), 1.c), 1.d), and 1.e), with the substitution of Calculus for Algebra II and Geometry, or for college preparatory mathematics).

OBJECTIVES FOR MATH 35-36 (ALGEBRA II)

When the student has completed the Algebra II component of the pre-major program, he should be able to:

1. a) Demonstrate how to simplify a numerical expression, using any of the field axioms.

   b) State that a subset of the set of real numbers is closed or not closed for an operation on the subset.

   c) Demonstrate a proof of a simple theorem derived from the field axioms.

2. a) Given a linear inequality or equation, an inequality or equation reducible to a linear inequality or equation, or an absolute value linear inequality or equation, demonstrate the solution of the inequality or equation, using the axioms of inequality and equality for the operations.

   b) Given a verbal problem solvable by methods in 2.a), set up the problem and solve it.

3. a) Simplify a given polynomial, using the field axioms.

   b) Given a formula having n variables and values for n-1 of the variables, find the value of the nth variable.

4. a) Given the coordinates of two points, the coordinates of one point and a slope, or any other information reducible to these two cases, write an equation in two variables for a line passing through the two points or passing through a point and having the given slope.

b) Given two or more linear equations or inequalities in two variables, demonstrate a solution by graphing, by using linear combinations, or by substitution.

c) Given an equation in three variables, graph the equation on a three dimensional coordinate space.

d) Given a system of three or more equations in three variables, solve by linear combination.

e) Given a verbal problem solvable by methods in 4.b) and 4.d), set up the problem and solve.

5. a) Given a polynomial function or a derivation of a polynomial function, with one independent variable and defined in functional notation, graph the function.

b) Given two functions as in 5.a), construct their sum, product, difference, quotient, and composite.

c) Solve a verbal problem involving direct proportion or direct variation.

6. a) Given an arithmetic or geometric sequence or series, construct the nth term of this sequence or series.

b) Given two terms of an arithmetic or geometric sequence, insert n terms between these two terms.

c) Given a series, express the series in summation notation.

d) Given an infinite geometric series, find its value if convergent.

e) Given a verbal problem solvable by the methods in 6.a), 6.b), and 6.d), set up equations to solve the problem and demostrate their solution.

7. a) Multiply two or more polynomial expressions and simplify the result.

b) Divide one polynomial by another of lesser degree, using standard division or synthetic division.

c) Given a polynomial function with one independent variable defined in functional notation, find the value of the function for a given value of the independent variable by standard substitution and synthetic substitution.

8. a) Given a number expressed in decimal notation, express it in scientific notation and vice versa.

b) Demonstrate operations on numbers expressible in scientific notation.

9. a) Use the laws of exponents to simplify expressions containing negative exponents, or having fractional terms.

b) Demonstrate operations on two or more rational expressions and simplify.

c) Demonstrate the solution of equations involving rational expressions.

d) Given a verbal problem solvable by 9.c), set up the equations and solve.

e) Given a radical expression, write an equivalent expression using fractional exponents.

f) Converse of 9.e).

g) Use the laws of exponents to simplify expressions containing rational or irrational exponents.

10. a) Demonstrate operations involving complex numbers, including finding the reciprocal and conjugate.

b) Demonstrate the solution of equations involving complex numbers.

11. a) Given an irrational number in the form of a radical, demonstrate a proof that it is irrational.

b) Use the laws relating to radicals to simplify a complex radical expression.

c) Demonstrate the solution of an equation involving radicals.

12. a) Given the equation $y = a x^b$, $b \leq 4$, graph the equation.

b) Demonstrate the solution of a problem in which a is directly or inversely proportional to the nth power of b.

c) Given a quadratic equation with real or complex roots, demonstrate how to find the solution of the equation where possible by graphing, by factoring, by completing the square, or by use of the discriminate or quadratic formula.

d) Given the roots of a quadratic equation, construct at least three possible equations.

e) Given a quadratic function in one variable, find the vertex and graph the function.

f) Given a quadratic function with one or more of the numerical coefficients expressed as k and the same number of points which are on the graph, find the value of each k.

g) Given a verbal problem solvable by methods in 12.b), 12.c), 12.e), or 12.f), set up the equations and demonstrate the solution.

13. a) Demonstrate the solution of a given linear equation containing logarithms of various bases, for which the solution is expressible as a rational number.

b) Using the laws of exponents and the technique of interpolation, perform operations on various numbers containing three or more significant figures.

c) Given a verbal problem solvable by 13.b), set up the equations and solve.

(NOTE: These objectives are minimums and a teacher is free to set up optional objectives as long as these 13 objectives are accomplished.)

OBJECTIVES FOR MATH 37-38 (GEOMETRY AND TRIGONOMETRY)

(Objectives with * are those added from the freshman math or Math 130 course, on an experimental basis.)

When the student has completed the Geometry and Trigonometry component of the pre-major program, he should be able to:

1. a) Given various problems involving sets and set terms in relation to points, lines, planes, segments, rays, and half planes, or combinations of these objects, construct a solution to the problem.
   b) Given a verbal description of relationships between the geometric objects in 1.a), draw a figure which illustrates the relation.
   c) Coverse of 1.b).
   d) Given physical space problems involving collinear and coplanar points, betweenness of points, line segments, length of segments, congruent segments, midpoints of segments, bisectors of segments, rays, opposite rays, measure of angles (degrees, minutes, seconds), congruent angles, special angles (acute, right, obtuse, adjacent, vertical, complementary, supplementary and dihedral) and bisectors of angles, construct a solution to the problem.

2. a) Given a number of examples of a physical space relation which is expressible by some formula or statement, construct, using inductive reasoning, the formula or statement.
   b) Given a molecular statement such as a negation, conjunction, disjunction, conditional, equivalence, or any combination of these, and the truth values for each of the atomic sentences within the molecular statement, state the truth value of the molecular statement.
   c) Given an informal proof of some statement in geometry of some other field, identify those statements which result in a given statement.

3. a) Use the basic space postulates and some simple theorems from them to demonstrate the solution to physical space relations based on these principles.
   b) Use the angle measure and protractor postulates, or simple theorems derived from them (angle addition, unique of protractor angles, uniqueness of angle bisectors, congruence of right angles, uniqueness of perpendiculars to a line, and congruence of complements, supplements, and vertical angles), to solve space problems for which they are applicable.

4. a) Use the basic definitions of parallelism of lines and planes to solve various problems involving parallelism.
   b) Given two parallel lines and a transversal, identify the alternate interior and exterior angles as well as the corresponding angles, and use the theorem that these angles are congruent to solve various problems for which these theorems are applicable.

c) Use the three theorems about the sum of the angles of a triangle, the relation of the exterior angle of a triangle to the two remote interior angles of a triangle, and the sum of the angles of an n-gon (interior and exterior) to solve various problems for which they are applicable.

5. a) Use ratios and proportion to solve side-measure and perimeter problems of similar polygons (including triangles).

b) Use the theorems about the angle bisector of a triangle and the line segment joining two sides of a triangle to solve problems about these special segments.

c) Use the theorem about proportional transversals of three or more parallel lines to solve problems for which this theorem is applicable.

6. a) Given a right triangle with an altitude to the hypotenuse, identify the three sets of triangle proportions and use these to solve various problems.

b) Use the information in 6.a) to prove the Pythagorean theorem and use the Pythagorean theorem to solve problems applicable to it.

c) Given one side of a 30-60-90 triangle or a 45-45-90 triangle, find the other two sides.

d) Use the Pythagorean theorem to solve space problems involving pyramids and rectangular prisms.

*e) Use the basic trigonometric functions to solve a right triangle, given any two parts, one of which is a side.

*f) Use the Pythagorean theorem and the basic trigonometric definitions to derive the reciprocal, cofunction, and Pythagorean trigonometric identities.

*g) Use the identities in 6.f) to verify simple identities.

7. a) Given two triangles, identify the case (ASA, AAS, SSS, SAS) for which they may be proved congruent, or the ambiguous case (SSA) for which more information is needed.

*b) Derive the law of sines and use it to solve oblique triangles for case 1 (AAS and ASA) and the ambiguous case 2 (SSA).

*c) Derive the law of cosines and use it to solve oblique triangles of case 3 (SAS) and 4 (SSS).

*d) (Optional) Use the law of tangents, Mollweide's formulas, projection formulas, and half angle formulas to check solutions arrived at in 1.b) and 1.c).

e) Use theorems about isosceles triangles to solve various measurement and area problems.

8. a) Using coordinate geometry, find the distance between two points in 2-space as well as the coordinates of the midpoint of the line segment joining them.

b) Use coordinate geometry to prove various theorems about parallel lines, perpendicular lines, quadrilaterals, parallelograms, rectangles, rhombuses, squares, and trapezoids.

9. a) Use indirect reasoning to show various relations between non-congruent triangles.

b) Determine the maximum and minimum values that a side of an n-gon has if the values of n-1 sides are given.

10. a) Define a circle both intuitively and with coordinate geometry, and use theorems about tangents, radii, and chords to solve various problems for which they are applicable.

b) Derive, using similar triangle relations, the formulas of angles formed by chords, secants, tangents, or a combination.

*c) Use the unit circle definition for trigonometric functions to solve various problems of the general angle.

*d) Using coordinate geometry and defined properties of vectors, solve various physical problems for which they are applicable.

11. a) Using various formulas, find the area of various geometric figures.

*b) Use trigonometry to solve area problems of oblique triangles and parallelograms.

c) Using various formulas, find the surface areas and volumes of geometric solids.

12. *a) Derive various trigonometric identities for function of the sum and difference of angles, double and half angles, sum and difference of like functions, and product of sines and cosines.

*b) Use the identities in 12.a) to solve problems for which they are applicable.

13. *a) Given the basic functions $y = a \sin [b(x + c)]$ (OR cos or tan), state the frequency, phase shift, and amplitude, and graph the function.

*b) Given a function, graph its inverse. Solve various problems and identities involving trigonometric inverses.

14. *a) Given a complex number, express it in polar form.

*b) Derive the identities for product and quotient of two complex numbers in polar form and use.

PROGRAM OBJECTIVE 1:

By September 1, 1974, the Department of Mathematics will offer a major in "Computer Mathematics."

RATIONALE:

Due to the advent of time-sharing at Gallaudet, the Department of Mathematics finds that it is able to inject into many of its courses, a large number of computational ideas which hithertofore have been most inconvenient, if not impossible, to discuss.

This capability, together with the realization that most present and future governmental and industrial uses of mathematics will require increasing utilization of advanced computational techniques, leads us to the decision to reorient our "industrial and applied mathematics" program toward computation.

This can be done without the establishment of a new major. However, we feel that our proposed program is sufficiently different from traditional mathematics programs to warrant a different connotation. Moreover, the new name should have a beneficial effect in the placement of our students into jobs with advancement potential.

It is to be understood that the new major is not a major in computer science. Although there is considerable overlap with Computer Mathematics, Computer Science is concerned not only with modeling and the resulting computational problems, but with the internal structure, both hardware and software, of computers themselves. We feel it would not be wise to launch a complete computer science program at Gallaudet, at least at the present time, for it would necessitate the hiring of several professionals skilled in the non-mathematical areas of computer science.

To meet instructional objectives 1, 2..., 9, we must be able to offer a computer mathematics program (replacing the industrial/applied mathematics program), if not a Computer Mathematics major.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1973, the department will have submitted a proposal to Committee B to establish a major in Computer Mathematics composed of the present "Industrial/Applied Mathematics" program with the following changes:

COMPUTER MATHEMATICS PROGRAM

(formerly, Industrial/Applied Mathematics Program)

Former	Proposed
Calculus I	Calculus I
Calculus II	Calculus II
Calculus III	Calculus III
Linear Algebra I	Linear Algebra I
Linear Algebra II	Numerical Analysis

Modern Algebra I	Prob. & Stat. I
Modern Algebra II	Prob. & Stat. II
Advanced Calculus I	Math. Modeling
Advanced Calculus II	Elective
Numerical Analysis	Elective
Intro. to Computer Programming	
Lang. and Structure of Computer I	
Lang. and Structure of Computer II	

NOTE: Underlining denotes a change.

B. By September 1, 1973, the department will have developed descriptive literature concerning the proposed program to be made available to the student.

C. By September 1, 1973, the department will have determined present computer usage by mathematics students and faculty, and have projected increased demand caused by the implementation of the Computer Mathematics program.

D. By September 1, 1974, the department will have made budget requests for items determined in Supporting Activity Objective C.

PROGRAM OBJECTIVE 2:

The department will implement a work-study program for computer mathematics majors, providing work situations for 30 percent of these majors in 1978-79 and 60 percent in 1979-80.

RATIONALE:

The Computer Mathematics program is job oriented. Participation in a work-study program should contribute to the student's potential for success in employment and may even lead to a job with the cooperating employer.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1976, the department will have contacted at least 20 organizations which might want to cooperate in a work-study program.

B. By September 1, 1977, the department will have worked with the Dean of the College and Assistant Dean of Student Affairs in submitting a proposal, under the Office of Education Work-Study and/or Cooperative Education program, for funding.

C. By September 1, 1980, the department will have developed and implemented a program to evaluate the effects of work-study.

PROGRAM OBJECTIVE 3:

By September 1974, the Department of Mathematics will offer a revised Graduate School Preparation Program.

RATIONALE:

We will want students in this program to spend much of their time during their junior-senior years doing independent study. Moreover, their program should be flexible enough so they can pursue their individual mathematical interests. Consequently, we wish to keep the number of required courses to a minimum.

SUPPORTING ACTIVITY OBJECTIVE:

By September 1, 1973, the department will have submitted a proposal to Committee B for the following course changes in the Graduate School Preparation Program:

Graduate School Preparation Program

Former	Proposed
Calculus I	Calculus I
Calculus II	Calculus II
Calculus III	Calculus III
Linear Algebra I	Linear Algebra I
Linear Algebra II	Modern Algebra I
Modern Algebra I	Advanced Calculus I
Modern Algebra II	Advanced Calculus II
Advanced Calculus I	Elective
Advanced Calculus II	Elective
Elective	Elective

NOTE: Underlining denotes a change.

PROGRAM OBJECTIVE 4:

By September 1974, the Department of Mathematics will offer a revised Secondary Teacher Training Program.

RATIONALE:

Primarily, we wish to shift Geometry into a Linear Algebra setting and place increased emphasis on Probability and Statistics.

SUPPORTING ACTIVITY OBJECTIVE:

By September 1, 1973, the department will have submitted a proposal to Committee B for the following course changes in the Secondary Teacher Training Program.

Secondary Teacher Training Program

Former	Proposed
Calculus I	Calculus I
Calculus II	Calculus II
Calculus III	Calculus III
Linear Algebra I	Linear Algebra I
Modern Algebra I	Modern Algebra I
Modern Algebra II	Prob. and Stat. I
Foundations of Geometry	Prob. and Stat. II
Prob. and Stat. I	Elective
Elective	Elective
Elective	Elective

NOTE: Underlining denotes a change.

PROGRAM OBJECTIVE 5:

By January 1, 1975, the department will have developed comprehensive exams for each of its three programs--graduate school preparation, computer mathematics, and secondary teacher training--to test the success of its program.

RATIONALE:

These are necessary to measure the extent to which students meet the instructional objectives. These exams are not a graduation requirement, but are one means the department will have of evaluating its own activities.

PROGRAM OBJECTIVE 6:

By September 1, 1982, the Mathematics Department will provide entering students who need it with a more individually tailored program in mathematics which:

a) is designed to meet the needs of students pursuing a liberal arts degree; and,

b) enables the student to have the widest possible number of options for majors open to him upon becoming a freshman.

RATIONALE:

The preparatory mathematics program has been and will continue to modify its program so that each student will reach his maximum level of mathematical maturity by the most efficient means possible. The program should provide him with mathematical skills equivalent to or better than those of students entering any liberal arts college and so structured that his background will be adequate for his college work and for real life, regardless of what field of work he chooses.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1973, the department will have established a one-year Algebra I option by which students may complete Algebra I over an 8-hour a week two semester period. It will have designed ways to identify students who need this type of class. At the same time it will continue to reduce class size so that by 1982, no more than 12 students are in any one Algebra I course.

B. The department will continue the present arrangement for students who meet the Algebra I condition, i.e., offering Algebra II and Geometry concurrently for a year or Algebra II for 8 hours during the second semester and Geometry during the first, for persons taking Algebra I for a semester. The practice of excusing qualified students for some mathematics requirements and setting up accelerated classes for the better students will be continued.

C. By September 1, 1973, the department will have evaluated data on test scores, attitudes, school background, major intended, and other data so that students can be more precisely placed. Each year thereafter it will continue to refine its placement techniques.

D. 1) By September 1, 1973, the department will begin an experiment involving mathematically talented prep students who will take Algebra II for a semester as review and Math 150 (Calculus I) the second semester. The student will also take a combined geometry-trigonometry course for a year.

2) By September 1, 1973, the department will have developed precise screening and interviewing procedures so that students in this class are appropriate for it. These procedures will continue to be refined in succeeding years.

3) By May 1, 1974, test results of the class in D.1) in Algebra II, Geometry, Trigonometry, and Calculus I, as well as percentage of persons who plan to take more mathematics, will be compared with the previous year's results and the department will decide whether or not to continue this venture.

4) By May 1, 1976, the department will make a decision on whether or not the trigonometry component should be required of all entering students, and if so, how the curriculum can be constructed to avoid such curriculum problems as the appearance of radicals in Geometry before the student has sufficiently mastered radicals in Algebra II.

5) By May 1, 1976, the department will have decided whether to retain the Math 130 course or whether to combine components of that course with other courses, specifically trigonometry in the prep course, matrices in Linear Algebra I, and BASIC in a short course.

E. By September 1, 1978, the department will have designed a more accurate means of evaluating a student and determining what areas need to be studied by the student. The post-tests, as they are called, will be developed as the instructional materials and objectives are written and tested.

PROGRAM OBJECTIVE 7:

By September 1, 1979, the department will have developed and tested course material which allows a pre-major student the option of individualized instruction. Individualized instruction is defined as including but not limited to learning packages, special tutorial units, lab-type problem situations, problems requiring small group interaction, programmed instruction, minimesters (for repeaters), games and simulation, captioned films, transparencies, and film strips. The materials will include means of teaching language along with mathematics.

RATIONALE:

a) Every student learns in his own manner, and for this reason he should have several options open to him so that he may choose the one best suited to him. Individualized instruction is one such option.

b) The deaf student should have every opportunity to develop language skills relating to mathematics, which his hearing counterpart takes for granted.

c) Every member of the department should have at his disposal whatever teaching strategies he feels he can best utilize in his work. The teacher may or may not choose to use these materials; nevertheless, he should have the privilege of making this choice. Developing course material is one means of widening his options.

SUPPORTING ACTIVITY OBJECTIVES:

A. For each year beginning in 1974 until 1979, at least one-half of one teacher in the department will be given released time to develop materials.

B. Materials will be completed for testing on small groups in each of the following years: 1974 - Algebra II; 1975 - Geometry and Trigonometry; 1976 - Algebra I and Remedial Mathematics; 1976 - Calculus I and Calculus II; 1977 - Calculus III and Linear Algebra I.

C. By September 1 of the year following each of the years as outlined in B., the revised material will be printed and distributed to the bookstore, if it is felt by the author that it represents an improvement over commercially available material.

D. By September 1, 1979, the department will have established means by which annual re-evaluation, revision, and modification of the materials can be carried out.

PROGRAM OBJECTIVE 8:

By September 1, 1973, the department will make a written proposal to the departments of Business Administration, Psychology, and Education for jointly developing and offering a one-year sequence in Statistics.

RATIONALE:

Offering a joint course in Statistics will:

a) afford better utilization of the college resources;

b) expose students from various departments to a variety of statistical applications.

c) create better channels of communication between those departments interested in statistically-oriented courses.

PROGRAM OBJECTIVE 9:

By September 1, 1974, the Department of Mathematics will be offering at least two basic service courses.

RATIONALE:

The Mathematics Department currently offers one basic service course, Topics in Mathematics. Although this course serves a variety of students, it is primarily composed of Biology and Business Administration majors. The content of this course is not optimum for either group. To better service the needs of these two groups, we wish to redesign Topics in Mathematics with the help of the Biology Department and design, with the help of the Department of Business Administration, a one-year course in Finite Mathematics.

We have identified three other areas which should appeal to some non-mathematics majors and will offer courses in these areas on an experimental basis to determine interest.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1973, the department will have written, with the help of the Department of Biology, a new course outline and course description for Topics in Mathematics and agreed upon an acceptable text.

B. By September 1, 1973, the department will have written, with the help of the Business Administration Department, a course outline and course description for Finite Mathematics and agreed upon an acceptable text.

C. By October 1, 1973, the department will have submitted to Committee B a proposal for:

a) a change in course description for Topics in Mathematics;

b) the establishment of a course in Finite Mathematics.

D. During the school year 1975-76, the department will offer a one-year course called Special Topics: Mathematics for the Elementary School Teacher.

E. During the school year 1976-77, the department will offer a one-year course called Special Topics: Survey of Mathematics.

F. During the school year 1977-78, the department will offer a one-year course called Special Topics: Computers and Man.

PROGRAM OBJECTIVE 10:

Beginning in the school year 1973-74 and continuing on a yearly basis, the Department of Mathematics will offer non-credit short courses for faculty and students in areas of general interest. We define "short course" to be a course of 8 hours or less duration.

RATIONALE:

We wish to provide three types of non-credit short courses:

a) conveniently scheduled courses for students and faculty in computer programming language - this type of instruction is not currently available;

b) courses dealing with general background information - for example, about the computer industry;

c) courses on specific general interest topics to upgrade staff, generate student interest, provide motivation, etc.

SUPPORTING ACTIVITY OBJECTIVES:

A. By March 1, 1973, submit to Committee B a proposal for the establishment of non-credit courses.

B. During the fall semester of 1973, and in each fall semester thereafter, offer a short course in BASIC.

C. During the spring semester of 1974, and in each even year spring semester thereafter, offer a short course in FORTRAN.

D. During the spring semester of 1975, and in each "odd year" spring semester thereafter, offer a short course in some programming language, other than BASIC or FORTRAN, or a short course in computer applications.

E. Beginning in 1974-75, and at least once every two years thereafter, offer a short course called, "What every young mathematician should know," to meet Instructional Objective 10 on the Computer Mathematics program.

F. Beginning in 1975-76, and at least once each year thereafter, offer a short course in a mathematical or computer topic of interest to a wide audience.

PROGRAM OBJECTIVE 11:

During 1976-77, and in each future year, at least one faculty member in the Department of Mathematics and at least three mathematics (or computer mathematics) majors will participate in multi-disciplinary efforts.

RATIONALE:

This will help the computer mathematics major meet Instructional Objective 3.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1974, the department will have developed a plan for implementing a multi-disciplinary effort.

B. by September 1, 1975, the department will have identified interested faculty members and possible topics.

C. By September 1, 1976, the department will have implemented the plan.

PROGRAM OBJECTIVE 12:

By September 1, 1975, the department will have established its own resource center in a room agreed upon by the College and the Mathematics Department.

RATIONALE:

The Mathematics Department, with continuing development of its programs, will continue to experience the rapid growth in the amount of available instructional material, such as programmed instruction, computer-assisted instruction programs, mediated materials, new textbooks, workbooks, pamphlets, and publications on mathematics. To maximize the use of all this material, they need to be centrally located and managed.

Additionally, a central area is needed where students and department members can do work involving materials not easily transported to dormitories, study rooms, or offices -- for example, computer TTY's, 8mm film readers, microfilm readers, thermofax and ditto machines, visual aids, overhead projectors, stencil charts, special blackboards, etc.

Finally, there should be a central place where "one shot" tutoring can take place, i.e., a student who has a conceptual difficulty in only one area of mathematics, rather than general weaknesses requiring regular tutoring.

SUPPORTING ACTIVITY OBJECTIVES:

A. By April 1, 1973, the department will have requested space for the above purposes.

B. By June 1, 1973, the department will have agreed upon a design for the resource center so that during the summer, necessary work such as the building of bookcases, carrels, partitions, etc., can be accomplished.

C. By October 1, 1973, the department will have agreed on policies for operation of the resource center.

D. Thereafter, materials will be placed in the resource center in accordance with these policies.

E. By June 1, 1974, the department will have agreed on a list of publications to be included in the resource center and will have ordered these publications. Every two years thereafter, the list will be reviewed.

F. By September 1, 1975, the department will have desgined a program whereby students needing assistance either in resource center work or homework problems of a non-regular nature can obtain help from someone in the resource center.

PROGRAM OBJECTIVE 13:

By September 1, 1974, the department will have begun the development of a "resource bank" which will include the following three categories:

a) applications of mathematics;

b) demonstrations of mathematical ideas;

c) computer programs.

RATIONALE:

This resource bank will be open to both students and faculty. Among the many purposes it will serve:

a) It will aid faculty members in the preparation of course material.

b) It will reduce duplication of effort.

c) Students can explore the resource bank to see several applications of mathematics.

d) Faculty and students will be able to use computer programs which others have written.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1973, the department will have developed documentation specification for each of the three areas.

B. By September 1, 1974, each member of the department will have made at least five contributions to the resource bank.

PROGRAM OBJECTIVE 14:

By September 1, 1977, the Mathematics Department will be sponsoring a bi-weekly seminar conducted by alumni of Gallaudet College who are engaged in mathematically-oriented work, by their employees, or by other persons who may have useful information.

RATIONALE:

To provide information to preparatory and pre-major students about what fields of mathematics have been followed by graduates of Gallaudet, what courses are needed for a particular field, what difficulties are encountered by a deaf person in his work, and other aspects of a mathematically-oriented career.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1973, the department will have compiled a list of guest lecturers, composed from as wide a range of mathematical fields as possible.

B. By September 1, 1974, the department will have submitted a budget request for transportation costs for a number of speakers not living in the D.C. area whose occupation would be of interest for a seminar; or, if the speaker cannot make the trip, funds for videotaping an interview of the speaker by a member of the Math Department, as well as funds for taping a particular seminar for future reference.

C. By September 1, 1975, the department will have developed a means by which students who wish to attend the seminar may do so without conflicts with other classes.

D. By September 1, 1975, the department will have made a schedule of lecturers for the seminar and received the approval of all guest lecturers.

E. By September 1, 1976, the department will have in operation a system by which succeeding lectures are scheduled and by which tapes are made of each lecture for reference purposes.

PROGRAM OBJECTIVE 15:

Beginning in September 1973, and at least once every two months thereafter, the Department of Mathematics will meet to discuss a topic of professional interest. These meetings could include:

a) A lecture by a faculty member or guest.

b) A discussion of ways to present a particular topic.

c) A demonstration, say of a particular CAI program.

d) A report from a faculty member who has attended a professional society meeting.

RATIONALE:

The purpose of these meetings is to encourage the professional development of faculty members. However, students would be welcome to attend.

PROGRAM OBJECTIVE 16:

The Mathematics Department will offer a course in Computer Assisted Instruction beginning in September, 1976.

RATIONALE:

The computer is fast becoming a major tool in helping students learn. Many schools are gaining access to computers and wish to make maximum use of this opportunity. We feel that our students should prepare themselves for this eventuality.

PROGRAM OBJECTIVE 17:

By September 1, 1978, the Mathematics Department in cooperation with other departments of the College, will have developed certification requirements for high school teachers of Mathematics, English, Science, Foreign Language, Art, Drama, Business, Physical Education, Home Economics, and various other junior and senior high school subjects currently taught to deaf students and will have designed courses in line with these certification requirements.

RATIONALE:

a) The continued lack of depth of students not only in mathematics but in nearly every other subject is strong evidence that their teachers prior to Gallaudet do not have the subject matter qualifications they need to teach these areas.

The following courses (minimum semester hours in parenthesis) are considered adequate for a Masters' degree for teachers of deaf students at any level:

teaching speech to the deaf (4)
teaching language to the deaf (4)
teaching elementary school subjects to the deaf (4)
teaching speech and lipreading to the deaf (2)
auditory and speech mechanisms (2)
hearing tests and auditory training (2)
observation and student teaching (2).

The requirements presuppose background in child psychology and other psychologically-oriented courses.

These requirements by no means provide a teacher with subject matter sophistication whereby he has something to transmit to a student. Additionally, an undergraduate major in a subject is not adequate background because it provides a student with a number of mathematical ideas, but nothing in the way of developing a mathematics curriculum, determining the most effective approach to the teaching of a specific mathematical idea, designing programs to encourage mathematical thought, and various other points inherent in a good Jr.-Sr. high school program. Because most graduate programs are designed around courses required for certification, schools are forced to hire teachers who know a great deal about their clients, but very little about how to provide them a mathematical education. Because of this a number of schools find nothing wrong with assigning a teacher with an undergraduate major in such disparate subjects as P.E., history, and English, the task of teaching mathematics.

b) There is confusion within Gallaudet as to what are the qualifications of a preparatory teacher.

SUPPORTING ACTIVITY OBJECTIVES:

A. By March 1, 1973, the department will have consulted with other departments, and an ad hoc committee on teacher certification will have been set up.

B. By April 1, 1973, the ad hoc committee will have made a request to the Convention of American Instructors of the Deaf and to the Conference of Executives of American Schools for the Deaf to place on their agendas an open meeting to discuss the certification of secondary school teachers and propose possible action to CAID and CEASD.

C. By September 1, 1973, the ad hoc committee will have been enlarged to include teachers from a number of schools for the deaf and will begin exploration of funding for a research project to determine the needs of secondary schools for deaf students with respect to teacher qualifications.

D. By February 1, 1975, the committee on certification will have submitted its recommendations to the appropriate certifying body.

E. By September 1, 1976, the department will begin to modify its graduate offerings for secondary teachers of deaf students in line with the new certification requirements, if they are approved.

PROGRAM OBJECTIVE 18a:

By September 1, 1976, the department in cooperation with the Office of Continuing Education, plans to offer the following evening school courses:

BASIC ARITHMETIC REFRESHER

COMPUTER PROGRAMMING (BASIC and/or FORTRAN)

If sufficient community interest is shown in these preliminary offerings, two additional courses will be offered by 1978.

MODERN MATHEMATICS (especially for parents)

BUSINESS MATHEMATICS

RATIONALE:

Technological humanism is said to be the essence of contemporary culture, and its superstructure without question is nothing other than mathematics. The Department of Mathematics at Gallaudet, which is equipped specifically for the task of teaching mathematics to the deaf, derives from this contemporary humanism the responsibility of contributing what it can to the disadvantaged and to the deaf community at large. And, clearly, this is best done by proffering its services to the non-college community of the deaf adults by participating in continuing education, in parallel planning with the Office of Continuing Education.

PROGRAM OBJECTIVE 18b:

In order to implement the department's plans for continuing education, a permanent Committee of Continuing Education will be formed which will:

a) Investigate methods of eliminating unnecessary repetitions, on the part of properly qualified students, of certain prerequisite courses (by

developing pretesting procedures) and recommend their adoption in the various localities.

b) Investigate, and if feasible, develop "open classroom" correspondence course programs (possibly including high school equivalency certification.)

c) Develop a practical and interesting curriculum for future endeavors in the Continuing Education program.

RATIONALE:

Continuing education is a brand new concept at Gallaudet College, and requires, particularly in its infancy, sedulous "kid glove" treatment, in close and cordial cooperation with the Office of Continuing Education. Because of the numerous other responsibilities of the department chairman, it is only reasonable to make some provision for a permanent, imaginative and authoritative supervision of the program. To achieve such supervision, the ideal apparatus would be a committee of genuinely interested members of the department.

SUPPORTING ACTIVITY OBJECTIVE:

By September 1, 1973, the Chairman of the Department will name a Standing Committee (of three) on Continuing Education in Mathematics.

PROGRAM OBJECTIVE 19:

By September 1, 1983, the Mathematics Department, in cooperation with MSSD and KDES, will have provided assistance in improving elementary and secondary level mathematics to those schools for deaf students who request such assistance.

RATIONALE:

The students coming to Gallaudet from schools and day classes for the deaf show, with a number of exceptions, considerable lack of depth in mathematical ideas. This is due to:

a) the smallness of most schools which makes it difficult to release persons in teaching positions for work in developing math curriculums;

b) the language problems of deaf children which prevent them from making maximum usage of school texts which are written at a level above their comprehension;

c) the continued emphasis in graduate programs on courses of a non-mathematical nature for teachers of mathematics.

SUPPORTING ACTIVITY OBJECTIVES:

A. By September 1, 1974, and thereafter, the department will have allocated 1/2 of one instructional person for this purpose. It will allocate funding for transportation for roughly ten visits to various facilities for deaf students in the United States and Canada.

B. By September 1, 1975, and thereafter, the three groups will begin to publicize the project through a newsletter, reports at conventions, various professional journals, and other avenues open to them.

C. By September 1, 1975, the three groups will have designed a set of instructional objectives for a mathematics curriculum for students from pre-school through college prep and including objectives for non-college bound students. The instructional objectives will have been developed from information obtained from a) various school mathematics committees; and b) various curriculums in a number of the stronger state education programs such as those of New York and California.

D. By September 1, 1977, and each succeeding September thereafter, instructional material of:

a) a programmed type for practice with basic math problems (basic is here defined as those problems for which only a limited number of means for solution is presently known) for learning how to read information concerning mathematics;

b) various instructional media such as games, simulation, film loops, TV tapes, and lab-type problems, designed to provide discovery experiences in mathematics;

c) various media such as TV tapes and pamphlets about deaf persons engaged in mathematically-oriented careers, how mathematical ideas are used in real life;

d) other material of use to a school will be developed and tested on small groups of students in those schools for which the material is applicable.

E. By September 1, 1978, and each September thereafter, the three groups will have revised the material developed the previous year as a result of testing and will begin to use the materials for those students in each school for which it applies.

F. By May 1, 1980, the three groups will have developed a summer workshop program and mini-workshop programs at schools for the deaf and at Gallaudet funded either by the college or by some appropriate funding agency for helping interested school representatives utilize the programs. Workshops will continue each summer thereafter as further development of materials continues.

G. By May 1, 1983, the three groups will have developed a mechanism for continuing revision and improvement of materials as a result of changes in mathematical ideas, in teaching strategies, in the population for which the material is designed and in other aspects of the program.

PROGRAM OBJECTIVE 20:

The Department of Mathematics will continue to use its present resources and, in addition, will acquire the following:

1 instructor	in 1974-75
3 instructors	in 1975-76
1 assistant professor	in 1978-79
1 secretary (full-time)	in 1974-75
1 (computer) TTY	in 1974-75
2 (computer) CRT terminals	in 1975-76
1 fast action CRT terminal	in 1976-77
1 graphic computer terminal	in 1976-77
1 fast action CRT terminal	in 1977-78
1 computer plotter	in 1977-78

RATIONALE:

See the accompanying charts as an aid to understanding projected faculty requirements. The charts are based on present enrollment, but the effect of college enrollment projections are discussed below.

An instructor is needed in 1974-75 to release (the equivalent of) one person to work on Preparatory Course development. Three instructors are needed in 1975-76 to release the equivalent of one person to work on Freshman/Sophomore Course development, one person to release staff for Sabbatical leave, and the (equivalent of) one person to begin developing a work-study program and to offer a service course. An assistant professor is needed in 1978-79 to assist with the department's planned increase in participation in the graduate program.

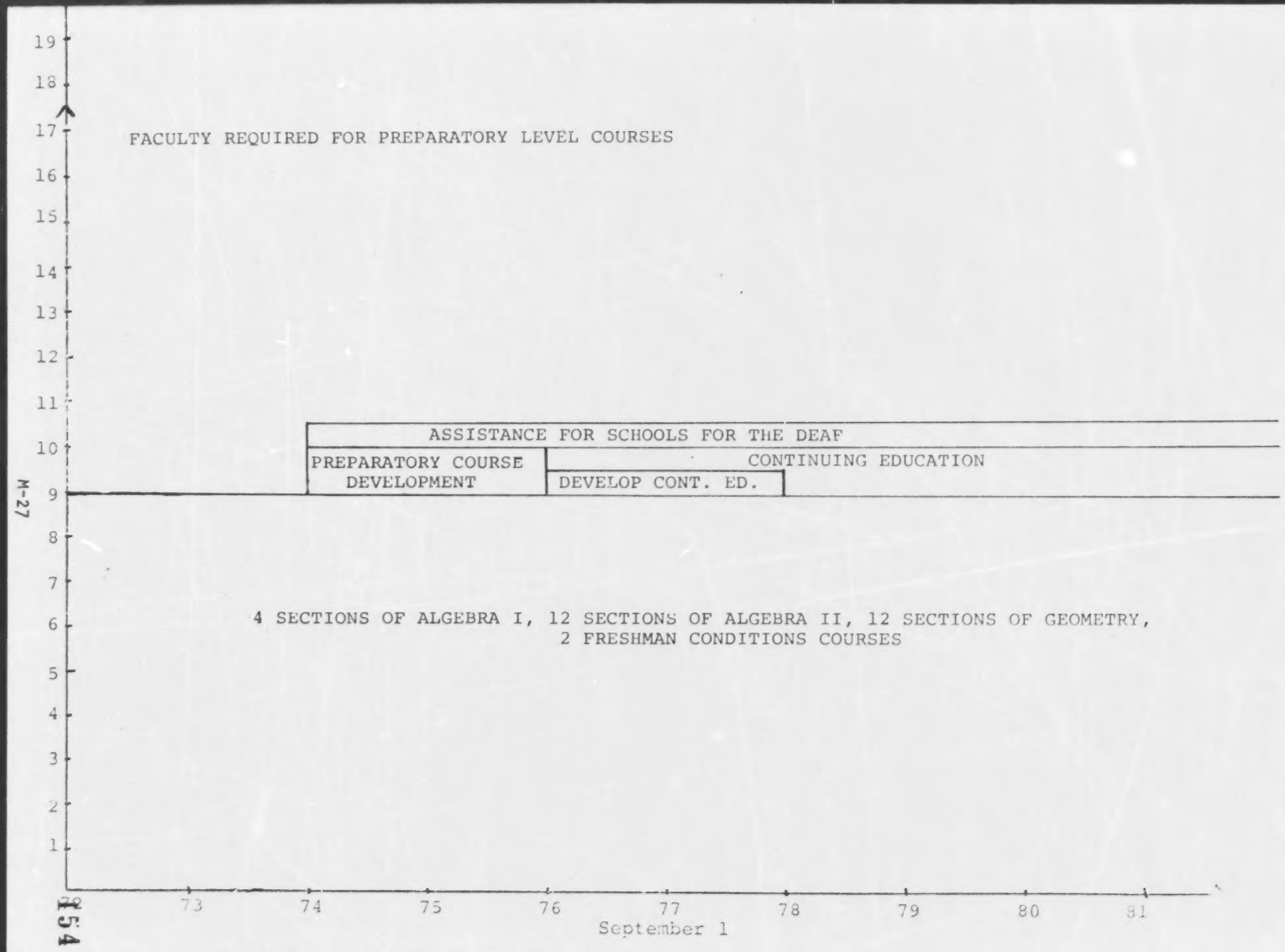
An increase in enrollment (up to 1500 over 10 years) should not increase the department's needs beyond these requirements. Preparatory enrollment will probably remain constant, the potential enrollment increase being offset by the smaller percentage of students needing to take preparatory work. Since the pre-major courses will be individualized, we will be able to handle larger numbers of students with the same staff. The Jr.-Sr. courses are currently small and could absorb more students.

The department is in great need of a full-time secretary. It is uneconomical for staff members to continue to do their own typing.

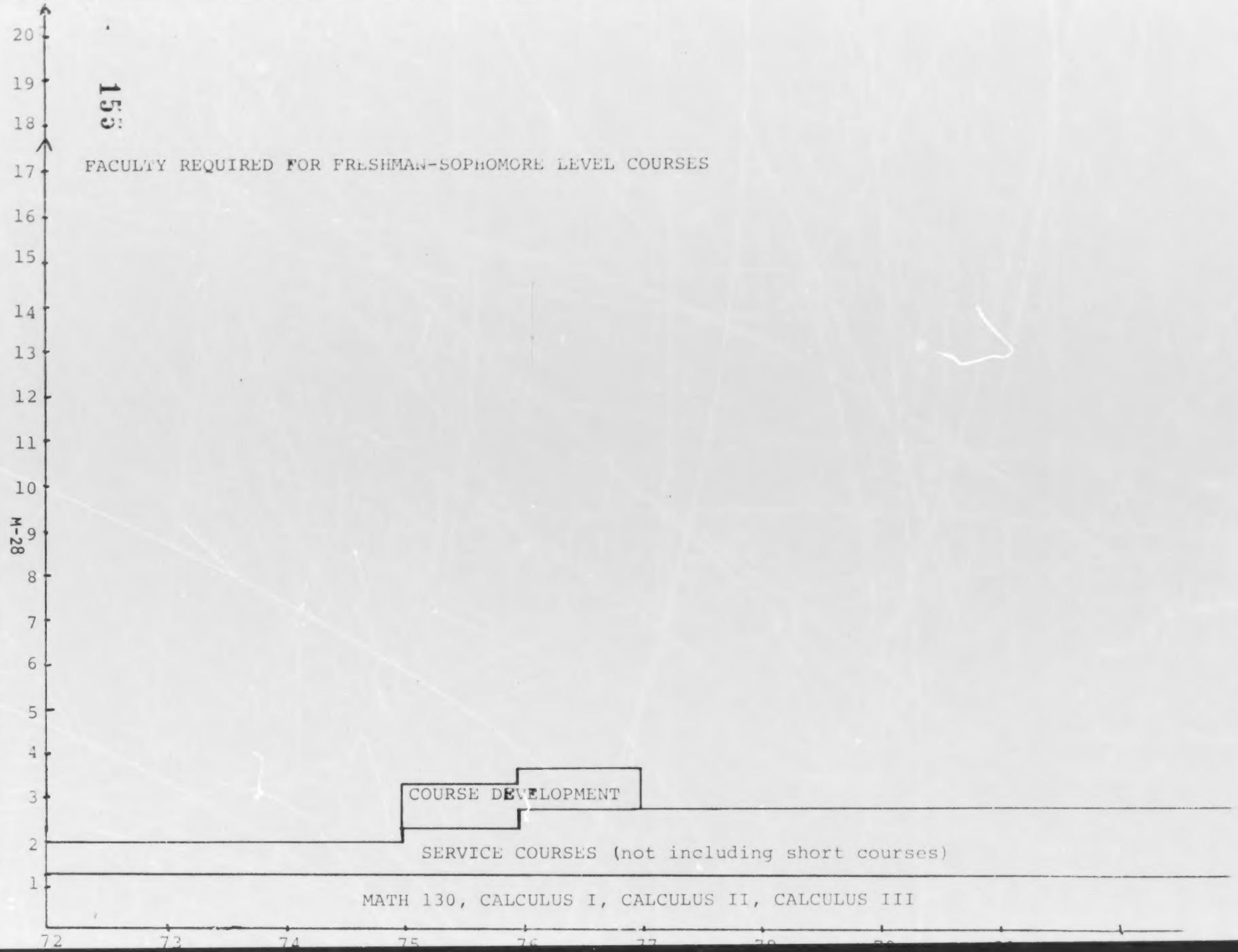
The computer equipment is necessary to fully utilize the potential of our computer in our programs.

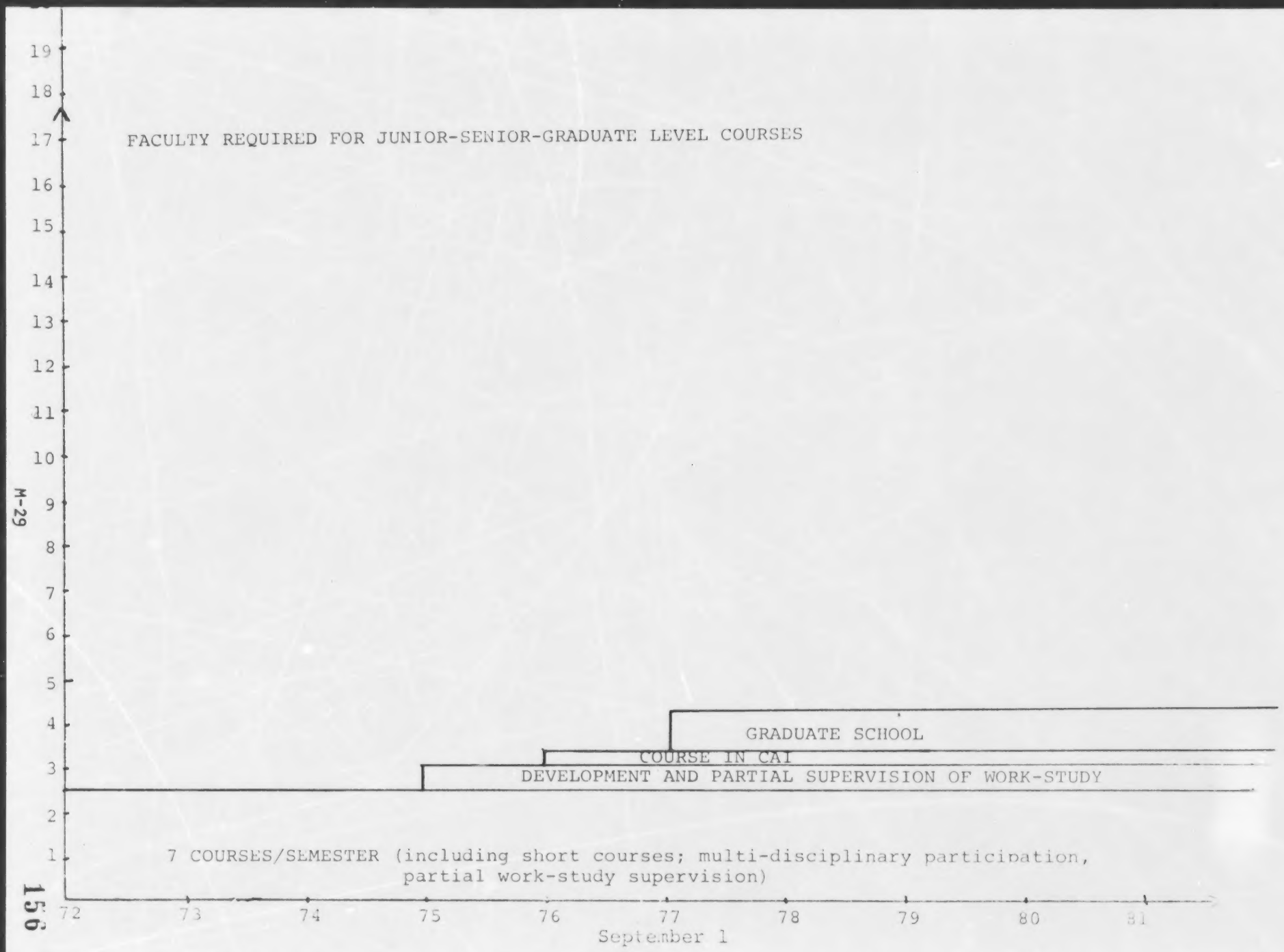
SUPPORTING ACTIVITY OBJECTIVE:

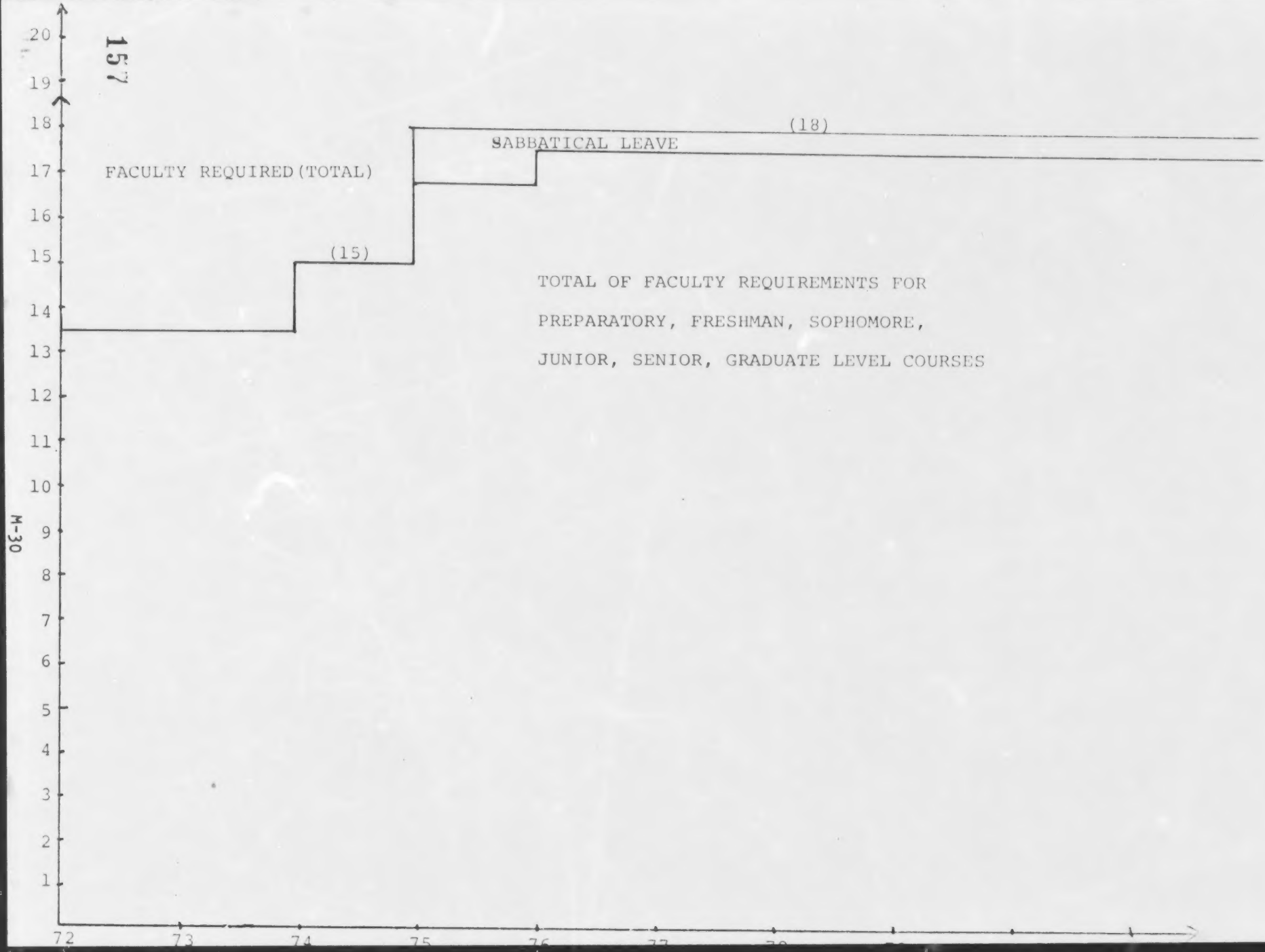
The chairman of the department will make budget requests for the staff and equipment listed above, at the appropriate times.


19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
FACULTY REQUIRED FOR PREPARATORY LEVEL COURSES
ASSISTANCE FOR SCHOOLS FOR THE DEAF
PREPARATORY COURSE DEVELOPMENT
CONTINUING EDUCATION
DEVELOP CONT. ED.
4 SECTIONS OF ALGEBRA I, 12 SECTIONS OF ALGEBRA II, 12 SECTIONS OF GEOMETRY,
2 FRESHMAN CONDITIONS COURSES
72
73
74
75
76
77
78
79
80
81
September 1

FACULTY REQUIRED FOR FRESHMAN-SOPHOMORE LEVEL COURSES




FACULTY REQUIRED FOR JUNIOR-SENIOR-GRADUATE LEVEL COURSES
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
GRADUATE SCHOOL
COURSE IN CAI
DEVELOPMENT AND PARTIAL SUPERVISION OF WORK-STUDY
7 COURSES/SEMESTER (including short courses; multi-disciplinary participation, partial work-study supervision)
72
73
74
75
76
77
78
79
80
81
September 1


20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
(18)
SABBATICAL LEAVE
FACULTY REQUIRED (TOTAL)
(15)
TOTAL OF FACULTY REQUIREMENTS FOR
PREPARATORY, FRESHMAN, SOPHOMORE,
JUNIOR, SENIOR, GRADUATE LEVEL COURSES
M-30
72
73
74
75
76

APPENDIX 3

ANALYSIS OF FACTORS AFFECTING UNDERGRADUATE ENROLLMENTS AT GALLAUDET COLLEGE

PREPARED BY

JEROME D. SCHEIN, Ph.D.

Deafness Research & Training Center
School of Education
New York University

September 30, 1972

Table of Contents

Page

List of Tables.....N-2

Introduction.....N-3

Section I: Estimates of the Nineteen-Year-Old Deaf Population: 1972 to 1990.....N-4

Section II: Projected Educational Characteristics of the Estimated Nineteen-Year-Old Deaf Population: 1972 to 1990.....N-7

Section III: Postsecondary Facilities for Deaf Students.....N-18

Section IV: Projected Enrollments for Gallaudet College....N-25

References.....N-30

List of Tables

Page

Estimated Nineteen-Year-Old Deaf Population for Each Year 1970 to 1990, United States.....N-6

Theoretical Distribution of Intellectual Capacities of Nineteen-Year-Old Deaf Persons, Projected for Each Year 1970 to 1990, United States.....N-8

Educational Achievement of Eighteen-Year-Old Deaf Students as Measured by Average Grade Levels on Paragraph Meaning (Reading) and Arithmetic Computation Subtests of the Stanford Achievement Test, 1964 Edition: United States, Spring 1971.....N-9

Estimated Distribution of School-Age Deaf Children According to Level of School Program and Type of School Placement (Groups I, II, III): United States, 1971.....N-13

Projected Distribution of Nineteen-Year-Old Deaf Population by Most Suitable Postsecondary Education Placement: 1972 to 1990.....N-16

Determination of Percent Nineteen-Year-Old Deaf Population College-Eligible Based on Estimated Reading Ability and Completion of Secondary Education, for Years 1972 to 1990.....N-17

Junior and Senior Colleges Providing Specific Programs for Deaf Students, by Level of College, Year Program Established, and Sources of Funding Program for Deaf Students: 1972.....N-20

Special Services Provided by Colleges Having Programs for Deaf Students.....N-22

Current and Projected Enrollments in Colleges Having Programs for Deaf Students.....N-24

Undergraduate Enrollments at Gallaudet College, by Class: 1960 to 1972.....N-28

INTRODUCTION

This report was prepared at the request of the Vice President for Planning and Public Service, Gallaudet College. The charge was to predict the size of the postsecondary deaf population through 1990 and to estimate the proportion likely to matriculate in a college. A survey of higher-education programs for deaf students was simultaneously conducted to provide information about their effects on future enrollments. Taken together, these studies were analyzed with respect to their probable effects on the undergraduate enrollment at Gallaudet College.

Section I of this report presents the considerations leading to projections of the population base -- in this case, limited to the 19-year-old age group. In Section II, the probable educational characteristics of this population are developed. Section III deals with information from a brief survey of higher-education programs specifically designed for deaf students. The final section brings all of the preceding discussions to bear on the probable effects of the various factors on the future enrollments at Gallaudet College.

While intended for the use of the college in preparing its long-term plans, the estimates derived will probably be of interest to anyone who is concerned with the education and rehabilitation of deaf persons. I am therefore grateful to Gallaudet College for its willingness to make this report generally available.

In preparing estimates of future events, assumptions must be made which may or may not prove to be accurate. I have attempted to make all assumptions explicit so as to enhance the value of the predictions. Thus, if one disagrees with an assumption or if it is not fulfilled, corrections can be made in the projections rather than discarding them altogether. The other reason for detailing the reasoning is to expose its tenuous nature. Weighty decisions have been forced to rest on skimpy empirical foundati ns. The stringent demands of long-range educational planning require more data than we have on the deaf school-age population, particularly with respect to trends. Ad hoc studies conducted without regard to previous research do not yield data points from which trends can be reliably projected. Perhaps this study will stimulate further efforts like The Annual Survey of Hearing Impaired Children and Youth, in order to improve further the actuarial underpinnings for future educational planning.

This report could not have been completed without the energetic and highly intelligent assistance of Mr. Robert Thurman. Mr. Marcus Delk, National Census of the Deaf Population, and Mr. Peter Ries, Annual Survey of Hearing Impaired Children and Youth, provided invaluable critical insights and access to essential data. Mr. Bernard Greenberg, Gallaudet College, also supplied valuable information and shared his views of future enrollment prospects. It is a great pleasure to acknowledge the assistance of these colleagues. None, however, can be blamed for errors in fact or judgment which are the sole responsibility of the author.

Section I

Estimates of the Nineteen-Year-Old Deaf Population: 1972 to 1990

This section contains the definition of the deaf population, discussions of the assumptions underlying the estimates, and the estimated prevalences of deafness in 19-year-old persons, for single years 1972 to 1990.

Selecting the one age group as the basis for the predictions in this report will, it is hoped, make it most useful, by focusing on the decisions leading to the estimates rather than on the estimates themselves. The reader who disagrees with any of the assumptions should be able to make adjustments more easily to arrive at his own predictions than if predictions for several ages were given. Prevalences for other ages can be readily obtained by following the steps indicated in the discussion below. Nineteen is also the age at which the average deaf student enters Gallaudet College and the National Technical Institute for the Deaf (NTID). That age, therefore, provides a likely point of departure for the remainder of the predictions.

Definition of Deafness

A person is considered to be deaf if he has lost (or never had) the ability to hear and understand speech through the unaided ear, such loss to have occurred prior to 19 years of age.

This definition is the one used in the National Census of the Deaf Population (NCDP). The NCDP provides essential data on which to anchor the estimates (Schein, 1971).

Relation of Deaf to General Population

The National Census of the Deaf Population tentatively reports a prevalence rate of deafness of 2 per 1,000, using the above definition of deafness. Lacking adequate studies of the incidence of deafness, this rate is applied to the nineteen-year-old age group, though it is derived from the ratio of deaf to hearing persons of all ages. The NCDP's target population excludes persons deafened after 18 years of age.

Relative Mortalities of Deaf and Hearing Populations

No recent study of mortality in the deaf population is available. Best (1943) summarized earlier studies, noting, "We do not know whether the deaf are shorter-lived than other people; or if so, how far this may be ascribable to any latent lessened resisting power or impaired vitality" (page 615). The assumption is made that the same mortality rates apply to both the deaf and general populations. Migration is also expected to be the same for both groups. Thus, the rate of two deaf persons per 1,000 population would hold for all ages beyond 18 years.

Causes of Deafness

Such evidence as exists would encourage the prediction that deafness in the population may increase over time (Schein, in press). For this report, however, the conservative assumption is adopted that in the next two decades the incidence of deafness will remain constant. Naturally, deafness due to some causes, particularly epidemics like maternal rubella and spinal meningitis, will fluctuate widely. The use of ototoxic drugs in medical practice should be reduced, with a parallel reduction in deafness due to this cause. Better medical care, however, probably will mean increased deafness due to accidents and high-febrile illnesses; i.e., those who might have died from their injuries or diseases will live, though with attendant loss of hearing. Particularly, deafness can be expected to increase amongst ethnic minorities as their relative economic status goes up and their medical care and nutrition improve. The available evidence with respect to genetic deafness (Rainer et alia, 1962, and Schein, 1968) would suggest no diminution in prevalence from this cause.

Sex, Race, Geographical Distribution

Deafness appears more frequently in males than females, but no correction for changes in the population sex ratios have been made, because sex is not a major factor in determining entry into postsecondary education and because the adjustment would be small relative to other factors. The claimed lower prevalence rates for deafness amongst blacks than whites is open to question. Some evidence from the NCDP suggests that, whatever the previous conditions may have been, they are shifting toward more equal rates for deafness in the two groups. As for geographical differences, the fact that the two major postsecondary facilities, Gallaudet College and NTID, are both national in their recruiting seemed adequate justification for not attempting predictions with regard to this factor. All projections, therefore, are made for the United States as a whole. It should be noted here, nonetheless, that in determining future postsecondary enrollments location of facilities relative to the deaf population to be served probably will be a significant consideration.

Institutionalization

Projections for the institutionalized population are not available. In 1970, inmates of institutions amounted to about one percent of the population. Speculation and some cursory surveys suggest that deafness may be at a higher rate amongst inmates than in the non-institutionalized population. Not adjusting the projections of deafness for this factor, then, should be considered a conservative measure.

General Population Estimates

The projected population data are prepared by the Bureau of Census in four series of estimates. For this report, Series D projections were used. The estimates for the 19-year-old population are identical across the series up to 1985. They differ somewhat beyond that date. Series D provides figures for the last five years (1986 to 1990) which are between those derived from Series B and C.

Table A presents the estimated deaf and hearing populations for 1970 to 1990. The earliest two years are provided as reference points for the reader.

TABLE A

Estimated Nineteen-Year-Old Deaf Population
for Each Year 1970 to 1990, United States

Year	Deaf Population	General Population[a]
1970	7,424	3,712
1971	7,482	3,741
1972	7,734	3,867
1973	7,938	3,969
1974	8,070	4,035
1975	8,172	4,086
1976	8,494	4,247
1977	8,452	4,226
1978	8,458	4,229
1979	8,358	4,179
1980	8,428	4,214
1981	8,252	4,126
1982	8,138	4,069
1983	7,982	3,991
1984	7,626	3,813
1985	7,244	3,622
1986	7,034	3,517[b]
1987	6,858	3,429[b]
1988	7,198	3,599[b]
1989	7,022	3,511[b]
1990	7,582	3,791

a) In Thousands. Source: Bureau of the Census. Current Population Reports, Series P-25, Nos. 310 and 448. b) Extrapolated.

Section II

Projected Educational Characteristics of the Estimated Nineteen-Year-Old Deaf Population: 1972-1990

In developing these projections, two variables have been taken into account: intelligence and educational achievement.

Intelligence

There is ample support for the contention that intelligence, as measured by standardized performance tests like the Leiter International Performance Scale or the Performance Scale of the WAIS, is distributed amongst deaf people as it is in the general population. Table B reflects this conceptualization upon the projected population figures shown in Table A. The data may be used to set limits with respect to the anticipated educational performance of deaf students.

Educational Achievement

Despite the contention that deaf students are, on the average, as bright as all other students, their typical records of educational achievement are much below par. The most recent large-scale information about educational achievement levels of deaf students comes from the Annual Survey of Hearing Impaired Children and Youth. In the Spring of 1971, the Stanford Achievement Test was administered to a national sample of 16,908 deaf students. Data from this project were kindly made available in advance of publication.

The grade levels for the 18-year-old group appear in Table C. These students were given the forms best suited to their educational development, in accordance with procedures set forth by the Annual Survey. Almost one third (35.3 percent) of the 18-year-old sample took the Primary I or II forms; 28 percent the Intermediate I; 21.5 percent Intermediate II; 15 percent the Advanced form.

Of those taking the Advanced form, about half reached a 7.5 grade level, the average reading level for entering Gallaudet College students. A similar reading grade is reported for 1970 NTID students (Walter and Berdy, 1971). If this figure is used to represent the college-eligible population, and if the portion of the Intermediate II group reaching this level (2.5 percent X 21.53 percent = 0.54 percent), then nearly 16 percent of deaf students would be prepared to enter higher education.

The Arithmetic Computation subtest of the Stanford Achievement Test is not the best indicator of college-level mathematical ability. However, the average grade level of 9.23 suggests that the average deaf student taking the Advanced form would also tend to have sufficient ability for higher mathematics. It should be noted that mathematics is a typical area of academic strength for deaf students.

Estimates of Academic Placement

The data presented in the preceding paragraphs apply to students in programs for severely hearing impaired children. We will refer to them as being in Group I.

TABLE 8

Theoretical Distribution of Intellectual Capacities of Nineteen-Year-Old Deaf Persons, Projected for Each Year 1970 to 1990. United States

Year	Total	Superior	Bright Normal	Normal	Dull Normal	Retarded
1970	7,424	668	1188	3712	1188	668
1971	7,482	673	1197	3742	1197	673
1972	7,734	696	1237	3867	1237	696
1973	7,938	714	1270	3970	1270	714
1974	8,070	726	1291	4036	1291	726
1975	8,172	735	1308	4086	1308	735
1976	8,494	764	1359	4248	1359	764
1977	8,452	761	1352	4226	1352	761
1978	8,458	761	1353	4230	1353	761
1979	8,358	752	1337	4180	1337	752
1980	8,428	759	1348	4214	1348	759
1981	8,252	743	1320	4126	1320	743
1982	8,138	732	1302	4070	1302	732
1983	7,982	718	1277	3992	1277	718
1984	7,626	686	1220	3814	1220	686
1985	7,244	652	1159	3622	1159	652
1986	7,034	633	1125	3518	1125	633
1987	6,858	617	1097	3430	1097	617
1988	7,198	648	1151	3600	1151	648
1989	7,022	632	1123	3512	1123	632
1990	7,582	682	1213	3792	1213	682

TABLE C

Educational Achievement of Eighteen-Year-Old Deaf Students as Measured by Average Grade Levels on Paragraph Meaning (Reading) and Arithmetic Computation Subtests of the Stanford Achievement Test, 1964 Edition: United States, Spring 1971

	Students		Reading		Arithmetic	
Form	N	%	Grade	St. Dev.	Grade	St. Dev.
All Forms	1,152	100.00				
Primary I	107	9.29	1.84	N.A.	1.86	N.A.
Primary II	300	26.04	2.84	N.A.	5.09	N.A.
Intermediate I	324	28.12	3.82	.80	6.49	1.68
Intermediate II	248	21.53	5.29	1.00	7.55	2.08
Advanced	173	15.01	7.39	1.80	9.23	2.26

N.A. = not available

Source: Annual Survey of Hearing Impaired Children and Youth

There are two other groups which must be considered: those in regular classes (Group II) and those not in any educational program (Group III).

The American Annals of the Deaf annually publishes information on programs for deaf students. As of October 1971, the Annals indicates that 46,075 students are in the programs reporting to it. The Annual Survey (1972) estimates that the total enrollment actually exceeds 55,000. The discrepancy is due to underreporting; the Annals only publishes whatever data are given to it by the cooperating institutions. Approximately 10,000 students are served by itinerant programs not listed in the Annals (Annual Survey, 1971). In view of other likelihood for underreporting, the grand total of students in programs for the severely hearing impaired probably is at, or close to, 60,000 at this time.

Group II consists of deaf children who are in regular classes. A sizeable number are likely to be in public high schools. Precisely how many has not been determined. As examples, Clarke School (Massachusetts) and Junior High School #47 (New York) direct all of their students into public high schools. From these initial placements some students return to programs for the deaf. Others do not; either remaining in public schools or dropping out of school altogether. At some point in time, however, many of these students would fall into Group II. Also in this category are younger students who are not in programs for deaf children, because their hearing loss is not recognized (some may be diagnosed as aphasic or retarded or autistic) or because their parents have placed them in such a setting. In the latter cases, there are instances of no suitable alternatives (schools or classes for deaf children have no openings) or of parental preferences for the particular school placement.

Group III is made up of children not in school. They may have been denied schooling because they have an additional handicap. Many other factors--economic, social, psychological--contribute to membership in Group III. Especially prevalent are those in the category of behavioral problems. Faced with swollen classrooms, some administrators expel children who are too troublesome. Recent surveys have shown that from one to three of every ten children in schools and classes for the deaf are labelled behavioral or emotional problems (Schein, 1972). In one small New York county 11 children had been suspended from school for one or more years because their behavior could not be tolerated in the classes for deaf children. The county had a total of 78 deaf children in school. Thus for every seven deaf children in classes, one was not.

Returning to Group I, some consideration must be given to the age distribution of these students. The Annual Survey (1971) published the age distribution for 35,285 in the 1969-70 academic year. Adjusting for extremes in age, 11 percent were in the group up to six years of age; 66.5 percent from six to twelve years, 22.5 percent 13 years and older. Applied to the estimated population of 60,000 would yield the following:

Age Group	Number of Students
All ages	60,000
Under six years	6,600
Six to twelve years	39,900
13 years and older	13,500

These figures may be compared to the total enrollments in all public and private schools in 1970 (the latest available year for the general population--Statistical Abstract of the United States, 1971, p. 103):

Level of School Program	Enrollment
All levels	51,391,000
Kindergarten	2,726,000
Elementary	33,950,000
High School	14,715,000

These calculations lead us to the following rates:

Level of School Program	Rates per 1,000 Enrollment in Public and Private Schools of Estimated Deaf Population in Formal Educational Programs
All levels	1.167
Kindergarten	2.421
Elementary	1.175
High School	.917

With these calculations at hand, we are now prepared to estimate the sizes of Groups II and III. Consider the high-school group. If we accept the estimate from the National Census of the Deaf Population of two per 1,000, then the rate in school of .917 is low. We cannot assume that the prevalence rate for those under 19 years will be two per 1,000, but it should be close to it. The denominator must be reduced somewhat to account for those in the general population not in public or private schools. Accordingly, a rate of 1.9 per 1,000 would appear to meet these conditions.

Applying the rate to the general population in schools yields 27,958--the number of high-school-age deaf persons. Of these, 13,500 are in Group I. The remaining 14,458 must be divided between Group II and III. There are probably more schools for deaf children which are like New York's J.H.S. #47 than there are like the Clarke School. Other facts about deaf students--their difficulties in managing verbal interchanges, their low academic-achievement levels--also suggest that half of the 14,458 at least should be assigned to Group III (not in school).

Turning to the elementary populations, we would expect a prevalence rate close to 1.6 per 1,000, in order to reach two per 1,000 at age 19. Following the steps described above yields an estimated 14,429 children who should be in Groups II and III. It is probable that the majority of children in this age bracket--say 10,000--is in school. That leaves 4,429 out of school. The 4,429 appears conservative in the face of the experience cited earlier of a New York State county with one deaf child out of school for each seven in school. However, that example covered all ages. J.H.S. #47, with a total enrollment of nearly 600 deaf students, reports a waiting list in excess of 100--one deaf child out of school for every six in school. With an estimated 51,337 students in elementary school, the rate chosen for Group III children is approximately nine percent or about one deaf child out of school for every 11 in school. This estimate, in view of the preceding, is more likely low than high.

The deaf children in kindergarten attend at a rate far beyond expectations: 2.241 as opposed to 1.5 per 1,000. This reversal is heartening. What it suggests is the result of the empnasis being given to early education for handicapped children. However, for those who are not handicapped, kindergarten is not universally available. Several states do not support preprimary instruction for general public. So the high rate is partially due to the reduced denominator. In 1970, the decennial showed 3,730,000 children five years of age. Only 2,726,000 (73 percent) were enrolled in kindergarten. If we compare the estimated 6,600 deaf children in programs to the total population we have a rate higher than expectation, 1.769 per 1,000. A prevalence rate for deafness of about 1.35 per 1,000 would be expected in line with the previous considerations regarding the age distribution of the deaf population. Several factors must be taken into account to explain the high proportion of deaf to hearing children in educational programs. The number enrolled, according to the Annual Survey, was 3.478. That this enrollment is underestimated at the same rate as the elementary and secondary enrollments probably is incorrect. Furthermore, some children listed as four years old will be closer to five than four. The tendency in public schools may be to deny entry to kindergarten, while for deaf programs the opposite tendency may prevail. The same program which takes five-year-old deaf children also is likely to accept three and four-year-old students. With these thoughts in mind the adjustments were made to show 4,500 in programs (4,000 in programs for deaf children and 500 in programs for other children) and 535 not in programs. The total of 5,035 represents the prevalence rate for deafness of 1.35 per 1,000 applied to the 3,730,000 five-year-old children in the general population. Table D summarizes the preceding calculations. The 1,565 children subtracted from the kindergarten estimate have been added to the elementary totals in accordance with the previous logic.

Projected Educational Achievement

The nineteen-year-old population in each year can now be divided into three groups based on their educational achievement: college, technical, comprehensive. Those in the college category should succeed in higher education. The technical category is made up of those who would profit most from technical-vocational preparation. The comprehensive category covers those best suited to training in the kind of facility envisioned in H.R. 8395--a comprehensive educational, social and psychological center staffed and equipped to treat deaf students who have little or no manifest verbal ability, who are often multiply handicapped and who are severely educationally retarded. In terms of intelligence-test (IQ) scores, those in the college group would have IQs at or above 0.70 sigma, those in the technical group from 0.70 to -1.35 sigma. Of course, there will be considerable overlap between categories on IQ scores and standard achievement tests. However, each of the three types of postsecondary educational facility can expect to draw the bulk of its students from the group with the corresponding name.

To predict the educational achievement over time, several factors have been taken into account. The description and expected contribution of each are given below.

Intelligence. The data presented in Table B provide channel markers to keep the estimates from drifting astray. They do not directly enter the computations.

TABLE D

Estimated Distribution of School-Age Deaf Children
According to Level of School Program and Type of School Placement
(Groups I, II, III): United States, 1971

Level of School Program	Group[a]			
	All	I	II	III
All Levels	88,887	58,549	18,017	12,321
Kindergarten	5,035	4,000	500	535
Elementary	55,894	41,049	10,288	4,557
Secondary	27,958	13,500	7,229	7,229

[a]Group I = School, class or program for deaf children

Group II = School, class or program not specifically for deaf children

Group III = Not in any educational setting

Early Childhood Education. Until the third decade of the Twentieth Century some authorities still insisted that born-deaf children should not enter school until eight years of age. Today many deaf children enter classrooms as soon as they are toilet trained. The attempts at early education in the mid 1960's were probably less effective and certainly reached fewer children than present-day programs. The impact which will be made in 1975 probably will be small, but it can be expected to increase rapidly to 1990, if the assumed value of early education to the deaf child is capitalized by subsequent schooling.

Curriculum Changes in Elementary Education. Throughout the last decade Captioned Films for the Deaf distributed large quantities of equipment and materials to improve the education of deaf students. Interest revived in changing communication modes in instruction from complete dependence on oral means to including other means; e.g., Total Communication, Cued Speech, Rochester method. Along with changes in means of communication have come other curriculum changes and increased research. The latter have been institutionalized by the establishment of the Model Elementary School for the Deaf and the Model Secondary School for the Deaf. The contributions of all these developments should begin to exert a strong, positive influence by 1975. By 1980 the effect on educational achievement should be substantial.

Other Factors. Identifying specific contributors to scholastic achievement is far harder than measuring change. Part of the problem rests in specifying adequately the general educational climate. Some change seems to have occurred during the decade of the Sixties. One indication is the government interest typified by the Babbidge report (1965) which presaged many of the developments in the two preceding paragraphs.

While no precise statistic is at hand, a rough indication of change in the education of deaf students comes from a comparison of two studies. In 1959, Wrightstone, Aronow and Moskowitz (1962) administered the Metropolitan Achievement Test to about half of all students in schools for deaf children. The average reading grade was 3.5 for the 16-year-old students (N=1,075) with 12 percent scoring a grade of 4.9 or above. The 1971 study by the Annual Survey cited earlier used the Stanford Achievement Test on which the mean reading level was approximately 4.0 (N=1,314), with about 20 percent scoring 4.9 or above. Too much cannot be made of such a comparison, since the two tests' results are not directly comparable; treating grade equivalents as standard scores is not justified without at least compensation for the different variances. But the 0.5 higher grade level and the eight percent greater number of students reaching or exceeding 4.9 grade level do offer some evidence for the felt improvement in the educational preparation of deaf students.

A potentially important factor which is not given weight in the predictions is the changing trend away from residential and day schools to day classes. The effects of these changes have not been assessed nor does any particular guess at the effect on educational achievement recommend itself. It is possible that a phenomenon of natural selection takes place, such that students best served by one facility over another tend to move into the better one. It is also most likely that the setting itself produces an effect only to the extent that it reflects the quality of the instructional staff and the curriculum.

The Predictions

Table E presents the results of these deliberations applied to the population projections in Table A. For the college group, the expected percent reading at or above a 7.5 grade is multiplied by the percent expected to have completed secondary education. The former figure is derived from the evidence summarized in Table C and is projected in accordance with the preceding discussion. The latter rate derives from the analysis summarized in Table D. With respect to those figures, only a minor downward adjustment is made in the initial determination of 74 percent of the deaf population attending high school for some period of time. The data contained in the Annual Survey's study of age distributions in the deaf educational system shows that, of the 6,648 in the 15 to 18-year age bracket, 29 percent are 15, 28 percent 16, 26 percent 17, and 17 percent 18 years of age. A rough approximation of attrition, then, would be 40 percent. Thus, 44 percent (74 percent X 60 percent) is taken as the anticipated rate of secondary school completion in 1972. Subsequent years are adjusted in accordance with the anticipated effects of the factors previously discussed.

The rates imposed on the population estimates to arrive at the figures in Table E are shown in Table F.

Improvement in reading ability is expected to typify overall scholastic achievement. Within the 1972-75 period, the 7.5 reading level is anticipated to be reached or exceeded by 18 percent of those 19-year-olds who complete school--an increase of 12.5 percent over the 1971 estimate of 16 percent. The improvement in reading level is predicted to be 22 percent from 1972-1975 to 1976-1980. From 1976-1980 to 1981-1985 the increase in proportion of those reading at or above 7.5 grade is predicted to be almost 14 percent. The greatest increase is expected from 1981-1985 to 1986-1990, a jump of 28 percent from an expected rate of 25 percent to 32 percent; i.e., the proportion of deaf graduates of secondary programs expected to read at or above a grade of 7.5 would go from about one in four to nearly one in three. The 1986-1990 rate does not appear unduly optimistic, considering the normal distribution of intelligence among the deaf population and the efforts being made to see that the intellectual potential is realized.

The same logic shown in Table F is used to arrive at the estimates for the technical and comprehensive groups of Table E. Essentially, improvements for the five-year periods are calculated for the comprehensive (low-end) group only; the balance being in the technical group. In effect, the better education moves students out of the comprehensive to the technical levels and from the technical to the college level.

In 1972-1975, 32 percent are anticipated to be in the lowest group and 60 percent in the middle group. For 1976-1980, the respective figures are 24 to 65 percent. After 1980, the technical group remains at 69 percent of total, while the comprehensive group moves downward from 16 percent in 1981-1985 to 10 percent in 1986-1990. The final figures bring the distribution close to theoretical expectations based on intelligence alone (see Table B).

TABLE E

Projected Distribution of Nineteen-Year-Old Deaf Population
by Most Suitable Postsecondary Educational Placement: 1972-1990

		Postsecondary Educational Placement		
YEAR	ALL	COLLEGE	TECHNICAL	COMPREHENSIVE
1972	7734	619	4,640	2,475
1973	7938	635	4,763	2,540
1974	8070	646	4,842	2,582
1975	8172	654	4,903	2,615
1976	8494	934	5,521	2,039
1977	8452	930	5,494	2,028
1978	8458	931	5,498	2,029
1979	8358	919	5,433	2,006
1980	8428	927	5,478	2,023
1981	8252	1238	5,694	1,320
1982	8138	1221	5,615	1,302
1983	7982	1197	5,508	1,277
1984	7626	1144	5,262	1,220
1985	7244	1087	4,998	1,159
1986	7034	1477	4,854	703
1987	6858	1440	4,732	686
1988	7198	1512	4,967	719
1989	7022	1475	4,845	702
1990	7582	1592	5,232	758

TABLE F

Determination of Percent Nineteen-Year-Old Deaf Population College-Eligible Based on Estimated Reading Ability and Completion of Secondary Education, for Years 1972 to 1990

Years	Estimated Percent Reading at or above 7.5 Grade	Estimated Percent Completing Secondary Education	Percent College-Eligible
1972-1975	18	44	8
1976-1980	22	50	11
1981-1985	25	60	15
1986-1990	32	66	21

Section III

Postsecondary Facilities for Deaf Students

In 1955, the registrar of Gallaudet College conducted a survey to determine the number of deaf students attending other institutions of higher education (Doigman, 1961). The data from that study indicated that at least 82 percent--but more probably 90 percent--of deaf college students were attending Gallaudet College. In the past ten years a number of developments have converged to lower the likely proportion of deaf college students enrolled in Gallaudet College. This section will review and discuss the implications of these developments and their probable long-range consequences.

The Sources of Information

Basic information about postsecondary programs for deaf students is contained in articles by Stuckless (1972) and Vernon and Snyder (1972) and reports from the postsecondary facilities obtained by telephone interviews and from the facilities' catalogues and reports. Not every institution was contacted, due to the timing of the survey which took place in August, 1972. Maricopa Technical College (Arizona) was the only institution which could not be contacted. They are shown by Vernon and Snyder to have 11 deaf students in a program begun in 1970.

Sources of Funding. The financial support for their programs serving deaf students comes largely from the respective states. Eighteen programs receive some or all of the money with which to operate the special facilities from their state departments of education and/or of vocational rehabilitation. Two programs rely completely on vocational rehabilitation payments for clients served and four partially on this source. Three of the latter four receive additional funds from their state departments of education, while the fourth receives additional assistance via the college budget. It should be noted that the latter college receives its funds from the State, so its total support is, in effect, from the state. Seven programs are directly funded by their states which, in turn, most frequently are providing the money from Federal sources. One program (Delgado) is supported 80 percent from a Federal grant and receives the balance from the state; St. Petersburg also receives funds from a Federal grant and the balance from the state. Seattle Community College receives all of its support from a Federal grant. Johnson County's program is supported partially from a Federal grant and partially from institutional funds. Philadelphia Community College has an endowment from the Nevill Trust Fund.

The remaining two, Gallaudet College and NTID, receive their funds from Congressional appropriations. Although they may charge the various state departments of vocational rehabilitation for the individuals served from the respective states, the sums collected are anticipated in their appropriations. Both are also free to receive private gifts.

From the evidence assembled, only three of the institutions--Gallaudet College, NTID, and Philadelphia Community College--appear to have sound financial support for their programs. California State (Northridge) is seeking continuing Federal support, as are Seattle and Delgado. The latter two schools' grants end in 1974. None of the three institutions are sanguine about maintaining their programs without Federal aid.

The experience of Claremore Junior College (Oklahoma) may be instructive. In the Fall of 1971, a program for deaf students was initiated. The state provided funds. Three students entered the program. By June, 1972, only one remained. The state was discouraged; support was withdrawn, and there is presently no plan to revive the program in the future.

Characteristics of College Programs

Table G provides a list of the institutions of higher education considered for this study.

Experience with Deaf Students. The most startling feature of the 20 college programs for deaf students is their recent vintage. Of the 15 two-year colleges, the earliest (Riverside) began a program for deaf students in 1961. One began in 1967, one in 1968, two in 1969, one in 1970, three in 1971, and six have begun or will begin in 1972. Most of the four-year colleges have similarly little experience with deaf students. Of the five four-year colleges, one began serving deaf students in 1964, one in 1967, and two in 1968, of which NTID is one. Gallaudet College, the fifth school, began in 1864. Aside from Gallaudet College's 108 years of experience, the colleges have had little time to assess their ability to educate deaf students.

Commitment to Educating Deaf Students. Only NTID and Gallaudet College are solely involved with deaf students; the remaining 18 principally cater to the general public. In this respect, the comparison of deaf to total enrollment discussed below assumes significance.

Accreditation. The following colleges were not listed as accredited in Accredited Institutions of Higher Education, Candidates, Correspondents, 1971-1972 or American Junior College, Eighth Edition (1971)--the year they were established is shown in parentheses after their name according to the 1972 World Almanac: San Diego Community College (not listed as such, but San Diego City College established 1914), Denver Community College (not listed), Iowa Western Community College (1966), Johnson County Community College (not listed), Delgado Junior College (1921), Eastfield College (not listed).

The schools in Table G have all responded positively to the questions: Do you have a special program for deaf students? If no, do you intend to establish such a program? Utah State University (Logan) stated they had no formal program, however, answers to the remaining questions, especially their claim to having 25 deaf students in 1971 and an anticipated 40 in 1972, made it imperative they be included. On the other hand, Claremore Junior College (Oklahoma) revealed their program, opened in 1971, had already closed and was unlikely to reopen.

Only those offering two-year or four-year degree programs are shown in Table G. Tennessee Temple Schools (Chattanooga) and Central Bible College (Springfield, Mo.) are not included, since both are denominational schools preparing students for the ministry and neither is accredited as a college. The technical programs operating essentially at a high school level are also not shown in Table G. Some minor discrepancies were found with respect to the information provided in the articles by Stuckless and by Vernon and Snyder. American River College, which had earlier said it would begin a program for deaf students in Fall 1972, now reports it will not begin this year. Santa Ana is listed as beginning in Fall 197.

TABLE G

Junior and Senior Colleges Providing Specific Programs for Deaf Students, by Level of College, Year Program Established, and Sources of Funding Program for Deaf Students: 1972

Name and Location	College Years	Initial Year	Sources of Funding
Gallaudet College, D.C.	4	1864	U.S. Congress
Riverside C.C., California	2	1961	State and DVR
California State Univ., Northridge	4	1964	State DVR and College
St. Petersburg J.C., Florida	2	1967	Federal Govt.; State
Utah State Univ., Logan	4	1967	State DVR
Delgado J.C., Louisiana	2	1968	Federal Govt.; State
West. Maryland College, Westminster	4	1968	State
NTID, New York	4	1968	U.S. Congress
Lee College, Texas	2	1969	State
Seattle C.C., Washington	2	1969	Federal Grant
Golden West College, California	2	1970	State DVR
Denver C.C., Colorado	2	1971	State and DVR
Iowa Western C.C., Council Bluffs	2	1971	State
Eastfield College, Texas	2	1972	State
Genesee C.C., Michigan	2	1972	State
Johnson City C.C., Kansas	2	1972	Federal Govt.; College
Philadelphia C.C.	2	1972	Private Trust Funds
Santa Ana College, California	2	1972	State
San Diego C.C., California	2	1972	State and DVR
Tarrant J.C., Texas	2	1972	State

but had 75 deaf students enrolled in 1971. Eastfield College (Texas) did not accept deaf students until January 1972. In general, however, the inevitable differences were small.

Location of Facilities. Geographical distribution of the 20 programs shows eight in the western third of the country (five in California, one in Washington, one in Utah, one in Colorado), seven in the middle third (three in Texas, one in Kansas, one in Iowa, one in Louisiana, one in Michigan) and five in the eastern third (one each in New York, Pennsylvania, Maryland, District of Columbia, and Florida). Figure one graphically portrays the situation. The remarkable imbalance is apparent. Neither in relation to demography nor geography does the distribution of these resources appear consistent.

Services for Deaf Students

Only five questions were asked regarding services provided to deaf students:

1. Do you provide or make arrangements for interpreters?
2. Do you provide or make arrangements for tutors?
3. Do you provide or make arrangements for notetakers?
4. Do you have counselors specially trained to work with deaf students?
5. Do you have classes especially for deaf students?

The first four questions seldom required explication; the fifth, however, puzzled some respondents. The intent was to elicit information about remedial classes or classes specially designed to meet the needs of deaf students only. Once explained, the question appeared to receive straightforward answers.

All five services were provided by nine colleges; four services by five colleges; three services by five colleges; two services by one college (Western Maryland). All but one college provided interpreters or gave instruction by the simultaneous method. Eighteen colleges provided tutorial assistance. Seventeen colleges arranged for notetakers and two did not; Gallaudet College's response was not applicable, since instruction is by the simultaneous method. Eleven colleges claimed to have counselors specially trained to work with deaf students. Special classes for deaf students were arranged by 15 colleges.

The precise nature and quality of these services have not been assessed. Interpreters vary widely in their proficiency. Tutors may be faculty, graduate students or, as in one case, senior honor students. The tutors' understanding of deafness and manual communication are not known.

Special training about deafness for counselors, where claimed, may involve as much as an advanced degree and years of experience or as little as a summer course.

The classes solely for deaf students most frequently mentioned were English and mathematics. How effectively these were managed is an open question.

TABLE H

Special Services Provided by Colleges
Having Programs for Deaf Students

College	Interpreters	Tutors	Notetakers	Counselors	Special Classes
California State	Yes	Yes	Yes	Yes	Yes
Santa Ana	Yes	Yes	Yes	No	Yes
San Diego	Yes	Yes	Yes	No	Yes
Riverside	Yes	Yes	Yes	Yes	Yes
Golden West	Yes	No	Yes	No	Yes
Seattle	Yes	Yes	Yes	Yes	Yes
Utah State	No	Yes	Yes	Yes	Yes
Denver	Yes	Yes	Yes	Yes	Yes
Tarrant	Yes	Yes	Yes	No	No
Lee	Yes	Yes	Yes	Yes	Yes
Eastfield	Yes	Yes	Yes	No	No
Iowa West	Yes	Yes	Yes	Yes	Yes
Johnson	Yes	Yes	Yes	No	No
Genesee	Yes	Yes	Yes	Yes	Yes
Delgado	Yes	Yes	Yes	No	Yes
Western Maryland	Yes	No	No	Yes	No
St. Petersburg	Yes	Yes	Yes	No	Yes
Philadelphia	Yes	Yes	Yes	No	No
NTID	Yes	Yes	Yes	Yes	Yes
Gallaudet	--[a]	Yes	--[a]	Yes	Yes

[a]All instruction by the simultaneous method.

Enrollment Projection

Information about present and projected enrollments of deaf students appears in Table J along with the current size of the institution. The latter figure may have significance as an indicator of the value the institution's administration will place on expenditures for special services needed to maintain the programs. The 65 deaf students expected at Santa Ana, with a total enrollment of 6,500, probably has a different meaning to its administrators and faculty than the same number of 65 expected at San Diego, with 21,000 students.

Another consideration to bear in mind when looking at Table J is "How was deafness determined"? Only four institutions obtained audiological examinations. Eleven relied on the referring agency--usually vocational rehabilitation--to determine the student's hearing ability. One used a questionnaire to inquire about hearing; two made no inquiry at all. (Information from Philadelphia and Golden West was not available.) Apparently, some of the students accepted as deaf in one program would be rejected on that account from others.

Similarly, one must ask, "How many of the deaf students are college-eligible (defined in Section II as a reading level at or above grade 7.5)"? The answer cannot easily be determined, since eight institutions maintained open admissions. Ten used some examinations; two specified a fifth-grade reading level as obligatory for entrance. NTID, as previously noted, requires about the same reading levels as Gallaudet College. Philadelphia and Golden West did not respond to this question. Also, Delgado and Seattle both accept students primarily qualified only for vocational-technical training. A sizeable number of the deaf students in Table J, therefore, can be expected to be below the academic achievement level specified in Section II.

The total enrollment shown for 1971-72 is 2,107, of which 634 are in two-year and 1,473 in four-year colleges. For 1972-73 the anticipated figure is 2,204, omitting the enrollment for Golden West. Of this expected total, 596 students will be in two-year and 1,608 in four-year colleges. These figures include 222 preparatory students at Gallaudet College in 1971 and 180 in 1972.

Some interesting features of the enrollment data are the relatively tiny sizes of several programs. Seven programs reported 25 or fewer students (four with a dozen or fewer) for 1971. One had 30; five programs had 51 to 75 students; two had 76 to 100 students. Only three programs--Gallaudet, NTID, Seattle--had over 100 students. The situation remains essentially the same for 1972-73: eight programs with 25 or fewer students, two with 26-50 students, five from 51 to 75 students, one with 100 students, and three with more than 100 students. The changes in program size from 1971 to 1972 were ten increases and seven decreases in enrollment.

Program directors were also asked to predict their enrollments for 1977-78. Six did not respond; one projected a decrease; two indicated there would be no change; 11 projected increases. Specific projected figures were requested and were given by nine respondents. Two projected no increase; two projected increases of ten or less students; two of 40 to 50; two of 55 to 65; and one (NTID) an increase of 247.

TABLE J

Current and Projected Enrollments in Colleges
Having Programs for Deaf Students

College	Enrollments			
	All Students	Deaf Students		
	1971	1971-72	1972-73	1977-78[a]
California State	17,000	79	100	150
Santa Ana	6,468	75	65	DK
San Diego	20,954	--	65	130
Riverside	8,000	30	20	60
Golden West	N.A.	70	N.A.	DK
Seattle	11,000	110	130	130
Utah State	9,589	25	40	E
Denver	N.A.	86	72	D
Tarrant	7,207	75	62	E
Lee	2,700	53	55	E
Eastfield	N.A.	9	7	DK
Iowa West	1,097	15	20	30
Johnson	N.A.	12	25	80
Genesee	N.A.	4	18	E
Delgado	N.A.	75	27	DK
Eastern Maryland	1,580	12	18	23
St. Petersburg	8,770	20	25	25
Philadelphia	5,300	--	5	DK
NTID-RIT	14,549	338	503	750
Gallaudet	1,019[b]	1,019[b]	947[b]	DK

[a]DK=No estimate given; D=anticipate a decrease: E=anticipate an increase;

[b]Includes only Preparatory, Freshman, Sophomore, Junior, Senior classes.

Section IV

Projected Enrollments for Gallaudet College

What do the foregoing estimates and assessments imply specifically for matriculation at Gallaudet College? In addition to their effect upon size, what do they presage for the character of admissions?

The general impression from the preceding discussions is that enrollments at Gallaudet College will grow over the next two decades. First it would appear there will be more deaf teenagers from whom to choose through 1983. The population decline for this age group from 1984 to 1990 should be more than overcome by the improved educational preparation resulting from substantial investments in early education, technological improvements, and research producing curriculum modifications. According to the projections in Table E, a little more than 2.5 times as many 19-year-old deaf students should be eligible for college in 1990 as in 1972. The fact that the number of deaf persons of that age are expected to be the same (7,734 in 1972 versus 7,582 in 1990) should be balanced by the increased proportion whose academic preparation will qualify them for higher education.

What about the impact of the new programs in higher education? To what extent will they reduce the numbers of qualified students applying to Gallaudet College?

There is little doubt that NTID will cut into undergraduate matriculation, especially in the preparatory, freshman and sophomore classes. While presumably appealing to a different student from the one attracted by a liberal-arts education, NTID in fact seems to be competing with Gallaudet College for many of the same students.

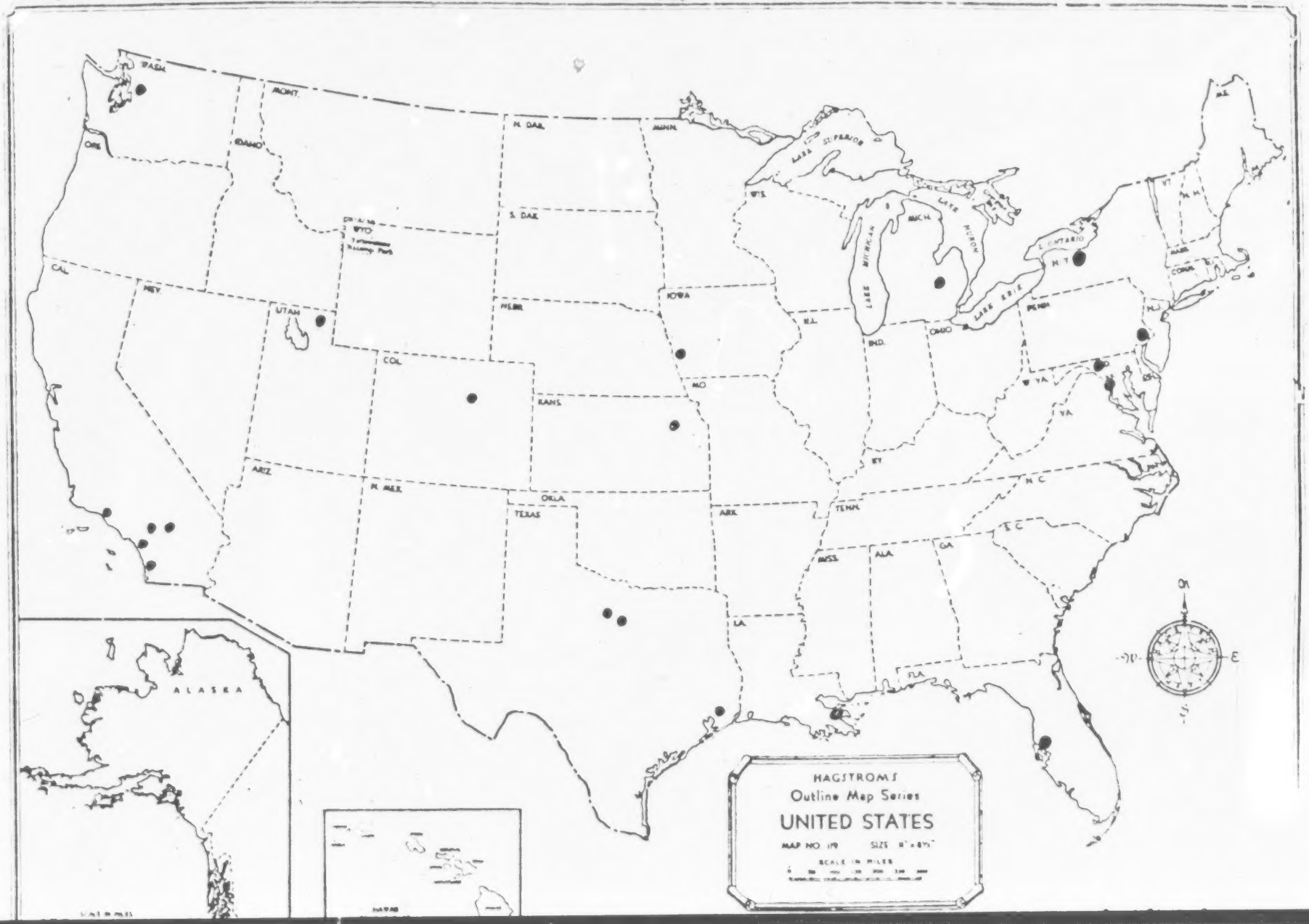
The same may not be true for most of the other programs discussed in Section III. All but four are junior colleges. Most of the 15 junior colleges have initiated programs for deaf students in the last two years. Their funding is uncertain and their enrollments small. Because of their open-admissions policies, many may be accepting students unqualified for Gallaudet College. What is more, some of the "deaf" students may not be sufficiently auditorially impaired to meet Gallaudet College's criteria.

Of the five four-year colleges, only California State at Northridge (CSUN), NTID and Gallaudet College anticipate deaf student bodies of 100 or more. Even CSUN's projected enrollment of 150 deaf students seems too few for whom to provide highly specialized educational facilities and extracurricular involvement.

In the short run any of these new programs can be expected to draw some deaf students away from Gallaudet College. Only a decade ago deaf students were limited to Gallaudet College for a liberal arts education designed especially for them (Schein and Bushnaq, 1962). It seems inevitable that the initial reaction to the manifold increase in postsecondary possibilities would be to try something different. Unless the new facilities can produce the desired educational benefits, however, they can be expected to lose students as rapidly as their novelty wears off.

Figure 1

Locations of Colleges Having Special Programs for Deaf Students: 1972



The new entrants into the higher education of deaf students may also become disenchanted. Several of the heads of newly established programs noted, off the record, that the administrators to whom they reported were finding deaf college students less appealing than one year ago. Unaccustomed to the problems involved, the College administrators are beginning to balk at the high instructional costs per deaf student. On close examination, the deaf students to them are no longer exotic, just expensive. As seen in Table J, several programs already project declining matriculation. There is reason to believe several will have dropped their programs for deaf students by 1975.

What of those which do not? How will they affect Gallaudet College? Assuming that the good quality programs remain, those at the junior-college level should provide input to Gallaudet's senior college. In effect, these programs may develop into additional feeder schools which direct their graduates to the junior year, rather than to the preparatory or freshman classes, of Gallaudet College.

Geography will also play a short-run part. The new programs are heavily clustered in the western and southwestern parts of the country. California has five programs within a 50-mile radius! Together with Washington, Utah and Colorado, the western colleges have eight programs. Texas has three, and Kansas and Iowa have one each. So that from west to east, the deaf students' choices amount to eight, five, and seven institutions.

The likelihood seems great that one of the California programs will survive for at least a few more years, perhaps permanently. Assuming that the four-year program does continue, it is more apt to achieve its population from the West. If so, this competing institution will have a relatively less effect than if an Eastern school were to develop, because Gallaudet College's students tend to come from the middle and eastern regions (24 percent from the western, 31 percent from the middle and 4 percent from the eastern states, according to the 1971 undergraduate enrollment.)

Even if NTID and CSUN both reach their enrollment goals (750 and 150, respectively), the net effect will be relatively small compared to the increased population to be served. About 250 of the college-eligible 19-year-old group would need to be drawn off each year. By 1976, however, there should be over 900 deaf students in the qualified group. The residual of 650 students would be at least equal to the expected number available in any of the preceeding four years.

That the quality of elementary and secondary education for deaf students is probably improving can be supported, in an indirect manner, by Gallaudet College's own enrollment figures (Table K). In 1960, the population of the United States 20 to 24 years of age was 11 million; in 1970 it increased to 17 million or by nearly 55 percent. In 1960, Gallaudet College's enrollment was 244 (plus 105 preparatory students); in 1970, it was three times as great (767 plus 197 preps). Had the enrollment only increased at the same rate as the general population group cited, the 1970 enrollment would have been 377, instead of its actual 767. Certainly the differences in rates of increase can be accounted for by other explanations. But the argument that proportionately more deaf students are being better educated is persuasive.

TABLE K

Undergraduate Enrollments at Gallaudet College, by Class: 1960-1972

Year	Total[a]	Senior	Junior	Sophomore	Freshman[b]
1960	244	35	55	53	101
1961	298	34	67	57	140
1962	412	54	64	64	230
1963	424	60	59	120	185
1964	504	54	109	101	240
1965	565	100	98	129	238
1966	590	86	123	123	258
1967	668	119	107	160	282
1968	674	94	150	143	287
1969	728	117	131	176	304
1970	767	114	181	153	319
1971	797	157	143	182	315
1972	767[c]	116[c]	184[c]	164[c]	303[c]

[a]Does not include students in the Preparatory class.

[b]Includes special students.

[c]Preliminary figures as of September 1, 1972.

Will other postsecondary programs have an effect on Gallaudet College's enrollments? Probably not. The many new opportunities for technical-vocational training should reduce the number of poor applicants. Deaf secondary graduates who feel the need for more prevocational study will now seek it appropriately, rather than applying for college. Hence, the selection ratio for admissions to Gallaudet College should climb from the approximately 50 percent point around which it hovered from 1960 to 1968. A large portion of new admissions should also be able to move directly into the college, rather than spending a year in the preparatory program.

One immediate shadow is cast across all predictions by economics. Cuts in vocational-rehabilitation budgets may cause some states to reduce expenditures for postsecondary education. One way to economize would be to reduce travel. This shortsighted policy could effect the matriculation at Gallaudet College of deaf students, particularly those from the western regions. General reductions in allowances for maintenance would similarly be reflected in the enrollment picture. However, these trends are probably best considered short-run factors.

In summary, then, the material considered in arriving at the enrollment projections points to a long-term rise in the Gallaudet College enrollment. The increases will occur without changes in admissions policies, though active recruiting must be assumed.

Competing institutions will take a larger share of the college-eligible population over time, but the greater number of qualified deaf students will result in a net addition to the size of Gallaudet College.

References

1. Annual Survey of Hearing Impaired Children and Youth. National Survey of State Identification Audiometry Programs and Special Education Services for Hearing Impaired Children and Youth. United States: 1972. Washington, D.C.: Gallaudet College, 1972. p 61.

2. _____. Summary of Selected Characteristics of Hearing Impaired Students. United States: 1969-70. Washington, D.C.: Gallaudet College, 1971. p 37.

3. Best, H. Deafness and the Deaf in the United States. New York: Macmillan, 1943. p 675.

4. Bigman, I.K. The deaf in American institutions of higher education. Personnel and Guidance Journal, 34, 1961, 743-746.

5. Rainer, J.D., Altshuler, K.Z., Kallman, F.J. and Deming, W.E. Family and Mental Health Problems in a Deaf Population. New York: Department of Medical Genetics, New York State Psychiatric Institute, 1963. p 260.

6. Schein, J.D. The Deaf Community. Washington, D.C.: Gallaudet College Press, 1968. p 101.

7. Schein, J.D. The National Census of the Deaf, Progress Report No. 3. Washington, D.C.: National Association of the Deaf, 1971. p 15 (mimeo.).

8. Schein, J.D. The emotionally disturbed deaf child. Proceedings Conference of Executives American Schools for the Deaf, Toronto, 1972. In press.

9. Schein, J.D. Hearing. Chapter 13 in Epidemiology of Neurological Diseases. American Public Health Association Monographs. Cambridge, Mass.: Harvard U. Press, in press.

10. Schein, J.D. and Bushnaq, S.M. Higher education for the deaf in the United States: a retrospective investigation. American Annals of the Deaf, 107, 1962, 416-420.

11. Stuckless, E.R. Postsecondary programs for deaf students. American Annals of the Deaf, 117, 1972, 377-382.

12. Vernon, M. and Snyder, J.A. What's available for deaf people in rehabilitation? ASHA, 14, 1972, 51-57.

13. Walter, G.G. and Berdy, S.M. Profile of Students Entering NTID in 1970. Rochester, N.Y.: NTID, 1971, p 20.

14. Wrightstone, J.W., Aronow, M.S. and Moskowitz, S. Developing reading test norms for deaf children. American Annals of the Deaf, 108, 1963, 311-315.

APPENDIX 4

Projected Enrollments at Gallaudet College
1973 - 1982

Projections of enrollment at Gallaudet College for the next ten years can be made in many different ways. A projection of the current trend of the total enrollment would probably be of little value in predicting future enrollments. In order to develop a projection most likely to provide a reliable indication of future enrollments, the College contracted with the New York University Deafness Research and Training Center to carry out an analysis of factors affecting the enrollment at Gallaudet College (see Appendix 3). These factors include the following:

1. The projected postsecondary deaf population, 1972-1990.
2. The proportion of (1) likely to (be qualified to) matriculate in a college.
3. The nature and scope of other higher education programs for deaf students.
4. The probable effects of (3) upon matriculations at Gallaudet College.

The report of the subject study projects the number of college-qualified nineteen-year-old deaf young people in the United States as rising slowly from 619 in 1972 to 654 in 1975, jumping to 934 in 1976, remaining essentially constant from 1976 to 1980, jumping to 1238 in 1981, declining to 1087 by 1985, and remaining in the range 1440 to 1500 during 1986-1989 (page N-16). In this study use was made of data on educational achievement in the past, the anticipated effects of early childhood education beginning in the mid-1960's and increasing in scope and quality in the 1970's, the effects of curriculum changes in elementary education in the late 60's and early 1970's, and the possible combined effects of other factors pointing toward improvement but not lending themselves to individual analysis or use in projection.

The subject study describes postsecondary programs available to deaf students and their own projections of enrollment for 1977-78 (page N-24). It indicates that NTID will cut into matriculation at Gallaudet, particularly at the preparatory, freshman and sophomore levels, but only during the period 1972-77, when NTID will be growing to its maximum enrollment of 750 students. By 1976, when the number of qualified nineteen-year-olds jumps to more than 900, any siphoning off by programs other than Gallaudet would still leave a residual at least as large as in any preceding year (page N-27, paragraph 4).

The concluding statements of the study are as follows:

"In summary, then, the material considered in arriving at the enrollment projections points to a long-term rise in the Gallaudet College enrollment. The increases will occur without changes in admissions policies, though active recruiting must be assumed.

"Competing institutions will take a larger share of the college-eligible population over time, but the greater number of qualified deaf students will result in a net addition to the size of Gallaudet College."

Using the basic findings of the study conducted by the New York University Deafness Research and Training Center, the College has developed its projection of enrollment for the period 1973-1982. It is assumed that entering preparatory and freshman

groups will begin to increase in 1976. The increase is projected as a gradual (linear) growth from 175 in 1975 to 300 in 1982, instead of a sudden jump of 43 percent in 1976, followed by another jump of 30 percent in 1981. This projection anticipates some smoothing of the discontinuities in the factors projected in the study.

The most difficult choices of assumptions made as a basis for projection are those which apply to the period 1973-1975. In the fall of 1974 the NTID will open its complete facility and for the first time will be able to admit a full entering class of vestibule and other students. It is difficult to estimate what segment of this entering group will represent students who would otherwise have attended Gallaudet College.

The 1972 preparatory class at Gallaudet College numbered 176, substantially lower than in the four preceding years. In our projection we are assuming that this depression of the entering preparatory and entering freshman groups will continue unchanged until 1976, the year in which a 42 percent increase is anticipated in the number of college-eligible deaf young people.

The survival rates of each of the five classes are extended to future years. Although the College is applying effort at several points to reduce unnecessary attrition and there is some prospect of improvement, we prefer to utilize these effects in projection only as they become actually evident. Or, in effect, we are assuming that they will simply offset other negative factors difficult to estimate such as the increased intake of students by NTID during the first two years after its physical plant is available for use.

The foregoing assumptions yield the projection which follows:

Projected Full-Time Fall Enrollments
(Preparatory and Undergraduate)

Gallaudet College

1973 - 1982

1972 (actual)	927
1973	923
1974	897
1975	868
1976	874
1977	922
1978	987
1979	1071
1980	1164
1981	1258
1982	1352